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ABSTRACT

The Florida Extern Leadership Training Program for Local Administrators of Vocational Education was conceived to meet the need for trained and certified leadership personnel in vocational education at the local level throughout Florida. During the third year of the project's operation, project staff implemented a training program to meet state certification requirements. The program was based on an individualized instructional delivery system that involved the use of self-directed modules, supportive audiovisual aids, and supervised clinical and technical field experiences. The target group for the 1982-83 program included noncertified county directors, area center directors, noncertified community and junior college occupational deans and directors, principals of comprehensive high schools, and State Department of Education consultants. Participants in this extern program participated in a summer workshop and in weekend seminars during the academic year. Thirty-six of the 38 individuals enrolled in the program received certificates of completion. The comments of those participating in the program were generally favorable. (This report includes a discussion of the 1982-83 program; reports on each of the monthly project meetings; an external evaluation of the program; as well as various project-developed correspondence, forms, charts, and feedback instruments.) (MN)

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Florida Extern Leadership Training Program for Local Administrators of Vocational Education

1982-1983

Florida International University
School of Education
Division of Vocational Education

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FLORIDA PRESERVICE AND INSERVICE

LEADERSHIP TRAINING PROGRAM

FOR

LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

1982-1983

FINAL REPORT

By

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Florida Department of Education #3-3H11
FIU Grant #111450072

PREFACE

The following pages present a summary report of the third year's activities of the Florida Extern Leadership Training Program for Local Administrators of Vocational Education. The conceptualization and implementation of this program were reported on in the final reports from 1980-81 and 1981-82. This third year was a continuation of the program which had proven beneficial in its first two years, with refinements made to address former areas of weakness as well as changes to direct the program to the specific needs of this year's participants.

The material herein presented is in four sections: the Introduction describes the history, development, and essential ingredients of the program; the second section outlines the monthly statewide meetings, the third section offers the final evaluation of the entire program coordinated by the external evaluator, and the fourth section (Appendix) provides copies of the forms and memorandums essential to the program.

Special thanks must here be given to those individuals without whom the program could not have succeeded. The interest, committment, and hard work of all the extern participants, vocational teacher educators, resource persons/consultants, and project staff are gratefully achnowledged and appreciated. Many thanks again go to Mr. Joe D. Mills, State Director of Vocational Education, and his staff for their vital leadership in vocational education in the state of Florida.

Dominic A. Mohamed, Program Director
July 1, 1983

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida State Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not therefore necessarily represent the official position or policy of the Florida Department of Education.

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INTRODUCTION

In 1977, a national conference funded through the U.S. Office of Education was held at Knoxville, Tennessee under the coordination of the University of Tennessee. This conference was attended by a team of three (3) persons from each state nominated by the State Director of Vocational Education. The nominees were required to be made up of the State Staff Development Consultant/ Coordinator and two (2) vocational teacher educators from institutions which were committed to improving the training of local vocational administrators. Twenty-seven (27) states sent three (3) members each. Others sent five (5) members. The objective or purpose of that national conference was to provide vocational teacher educators and state staff development consultant/coordinators a training package and guide which would acquaint them with the extern model and more specifically, how to plan, organize, implement and manage a training program in their state, utilizing the extern concept. Florida's representatives were John Crittendon, Earl Fowler and Dominic Mohamed.

Subsequent to that conference in Tennessee, the National Center for Research in Vocational Education put on two (2) similar workshops on the extern model. Florida's representatives were Earl Fowler, Helen Lipscomb and Dominic Mohamed.

WHAT IS AN EXTERN PROGRAM?

It is a non-traditional staff development approach which has the following characteristics:

1. emphasizes and promotes the joint roles played by state universities, state departments of education, local educational agencies and vocational education professional organizations;

2. uses university personnel, but on a non-campus approach;

3. involves a planned inservice program, developed in cooperation with participants, which permits the accomplishment of personal and group goals while maintaining an emphasis upon the participant's accomplishments within the employing agency;

4. utilizes a series of planned, regularly scheduled meetings involving on-site exposure to exemplary programs or operations together with presentations and/or seminars dealing with topics selected by participants, which enhance their skills and knowledge to deal with local problems.

WHY AN EXTERN PROGRAM?

Traditionally, teacher educators have responded to expressions of inservice needs by offering a course, seminar or workshop, and when these means seemed inadequate, individual study, projects, reading and conferencing arrangements were utilized. These traditional methods of deliveries need examination and evaluation in relationship to effecting change. However well-intended these past efforts have been, there is little evidence to suggest that these traditional approaches made a major impact in meeting the inservice and preservice needs of practicing vocational administrators.

Creating and sustaining change in vocational education practice is a goal of inservice education. The challenge for vocational teacher educators has been to develop an inservice and preservice training model which has application to the priority concerns of the individual, state, and nation. The delivery system created by such a model when applied to persistent and emerging problems in vocational education allows vocational education personnel development programs to deal effectively with demands created by change.

The task of conceptualizing a model for statewide inservice and preservice vocational administrators' training is a responsibility of vocational teacher educators which has already been successfully undertaken in Florida.

As a result of other state and university efforts (Oregon, Arkansas, Tennessee, Oklahoma, Maryland, Ohio, Illinois, Michigan and Pennsylvania), eight inservice and preservice characteristics were commonly found in various extern programs in the country. These are:

1. program is based on the identified needs of professional staff,
2. participants are involved in goals and objective setting,
3. staff input is sought and utilized in program design and development,
4. planned activities must include active staff participation and provide opportunities for practice,
5. programs start where previous experience ended,
6. needs assessment is conducted periodically and continuously,
7. all activities are evaluated for the purpose of improvement and outcome, and
8. programs and activities are conducted during the week and weekends.

General goals for the extern program in the first two years included development of the following:

1. a working relationship between the state universities, the State Department of Education, the local school districts and community/junior colleges willing to support a staff member in the extern program;
2. a deviation by the universities from traditional graduate programs by designing academic work that supplemented and complemented field-based activities while the participant still carried on major responsibilities within his/her local school district or community/junior college;
3. first-hand experience for each participant in directing a competency-oriented program planning and evaluation effort based on activities demonstrated to be effective in previous statewide and regional development projects;

4. field-based seminars and workshops which utilize exemplary and outstanding vocational programs within the state as models for discussion and modification or implementation on a back-home basis,

5. new leadership competencies through instruction and experiences in all service areas of vocational education and allowing for first-hand development of activities in each of these areas,

6. group and individual objectives which reflect both personal and local vocation program needs,

7. resource people (experts), presentations and activities dealing with competencies, topics, problems, and concerns of the individual and group participants;

8. experiences in the decision-making process which will assist individuals in becoming more competent in leadership roles.

These are the general commonalities of the extern programs that have been conducted throughout the country.

The Florida model of "Preservice and Inservice Leadership Training Program for Local Administrators of Vocational Education" was developed and piloted over the last two years as a joint effort between the State Department of Education, Division of Vocational Education, interested vocational teacher educators from the state universities, local school districts, community/junior colleges, occupational programs, the Florida Council of Local Administrators and the Florida Association of Vocational and Adult Teacher Educators.

RATIONALE OF THE PROGRAM

The need for trained and certificated leadership personnel in vocational education at the local level in the entire state of Florida is recognized. Many local administrators of vocational education programs need competencies necessary to initiate, plan, develop, conduct, manage, and evaluate quality vocational education programs in the local school districts and community/junior colleges. Many local administrators of vocational education programs in Florida are not fully certified as required by the State Board Certification rules and regulations. Existing preservice and inservice efforts for the training of vocational education administrators in the Florida State University System are fragmented and not coordinated among the nine state universities. Certain regions of the state of Florida are far from any university where preservice and inservice training activities can be offered to local vocational education personnel. Moreover, there are inconsistencies between the service areas assigned to each state university by the Florida State Board of Regents and the total service expected by the Division of Vocational Education, Department of Education from each of the nine state universities. Additionally, some state universities located in a region and expected to provide training needs of vocational education personnel in that region do not have qualified vocational teacher educators and appropriate programs to deliver the needed preservice and inservice training for the local vocational

education personnel located in that region. Traditional university courses and their delivery system do not meet the training needs of today's full-time employed local vocational education administrators who live many miles away from a university.

There has been a critical need for an organized and coordinated statewide training program for local administrators of vocational education. A unified effort between the State University System, the Florida State Department of Education, the Florida Vocational Association and local school districts and community/junior colleges to develop and implement a comprehensive statewide preservice and inservice training program for vocational education administrators was required. The design and the successful delivery of such a training program has been based on a non-traditional preservice and inservice training model. Some vocational educators in the United States have become aware of the necessity of extending teacher and administrator training programs beyond the university campuses into local education agencies. Inservice and preservice education in Florida has not yet fully capitalized on the learning opportunities that abound "out there where the action is". The Florida Extern Leadership Program represents such a unified effort coordinated to meet these needs. Results from the first two years of the program demonstrated that it is indeed a viable program successful in meeting the stated needs of vocational education administrators. As the same needs remained for preservice and inservice training of vocational education administrators, the need for the continuation of such a program as the Florida Extern Leadership Program, which had already proven successful and beneficial, and which had established working relationships between the various education agencies in the state and local areas, was evident.

1982-83 PROGRAM

The objectives of the Florida Preservice/Inservice Training Program for Local Administrators of Vocational Education were to:

1. continue the development and strengthening of the consortium of local educational agencies, representative State Department of Education personnel, Florida Vocational Association, specifically representative of the Florida Council of local administrators and vocational teacher educators from the nine state universities in the State University System;

2. continue the development and strengthening of the institutional capacity in the State University System to implement and continue a field-based inservice and preservice training model for local administrators of vocational education programs based on the extern model;

3. provide a means of meeting state certification needs of present vocational administrators and inservice needs of presently certified local vocational administrators and training and certification needs of future local vocational administrators;

4. implement this training program so as to meet the state certification course criteria requirements of the participating vocational education administrators (The focus of the training is on individuals and the competencies they need to be certified and perform more effectively on the jobs.);

5. continue to develop and refine an instructional delivery system utilizing individualized self-directed modules with supportive audiovisual aids and/or video tapes, supervised field experiences including technical and clinical experiences as needed by each participant;

6. select the participants in cooperation with the Department of Education, Division of Vocational Education, superintendents of schools, directors, deans and/or presidents of community/junior colleges;

7. conduct an orientation/planning workshop and establish the group and the individual certification needs and develop goals for the year and components and competencies necessary to fulfill course-work for certification needs of each participant within the extern program model;

8. prepare and submit program evaluation reports to the universities and the Department of Education, Division of Vocational Education.

PROGRAM ADMISSION REQUIREMENTS:

This competency-based program was used in lieu of the 30 semester hours required in Florida's SBER Section 4.44. This program also provided competencies for teaching reading, diagnosing reading problems and increasing reading performance in a vocational or specialization content area. Other requirements, such as teaching experience and an acceptable vocational certification coverage, had to be satisfied elsewhere for certification for local directors of vocational education, and this determination had to be made by the State Teacher Certification Office prior to being admitted into this program.

Completion of this program did not automatically guarantee certification for local directors of vocational education if other state requirements were not satisfied.

SPECIFIC ENTRANCE REQUIREMENTS:

All participants in this competency-based vocational education training had to meet the following entrance requirements:

1. hold a regular certificate

2. The level of training shown in the certificate should be master's or higher degree level in combination with "Vocational" or "Advanced Vocational" which may be shown in combination degree.

3. The regular certificate should include or cover a vocational instructional level "7" subject. For certification in vocational agriculture, industrial arts, and vocational home economics, the applicant must contact the Certification Office for additional requirements - occupational experience and/or the professional education course requirements.

4. three years of full-time teaching experience in vocational classes.

THE DESIGN OF THE PROGRAM:

The extern program design requires that the local education agencies and the Division of Vocational Education identify the participants in the program. The local educational agencies are to provide any necessary substitutes during the absence of the selected individual(s) from the district. Local educational agencies and/or the participants are to bear the cost of the program.

The individuals selected to participate in the program will be obligated to make a firm commitment to participate in the summer component and in weekend seminars during the academic year, as required by the identified needed competencies. The advantage of obtaining this commitment from the local educational agency and its employee is that it enhances the opportunities which the selected participants have in implementing new administrative practices to improve the quality of vocational education at the local level.

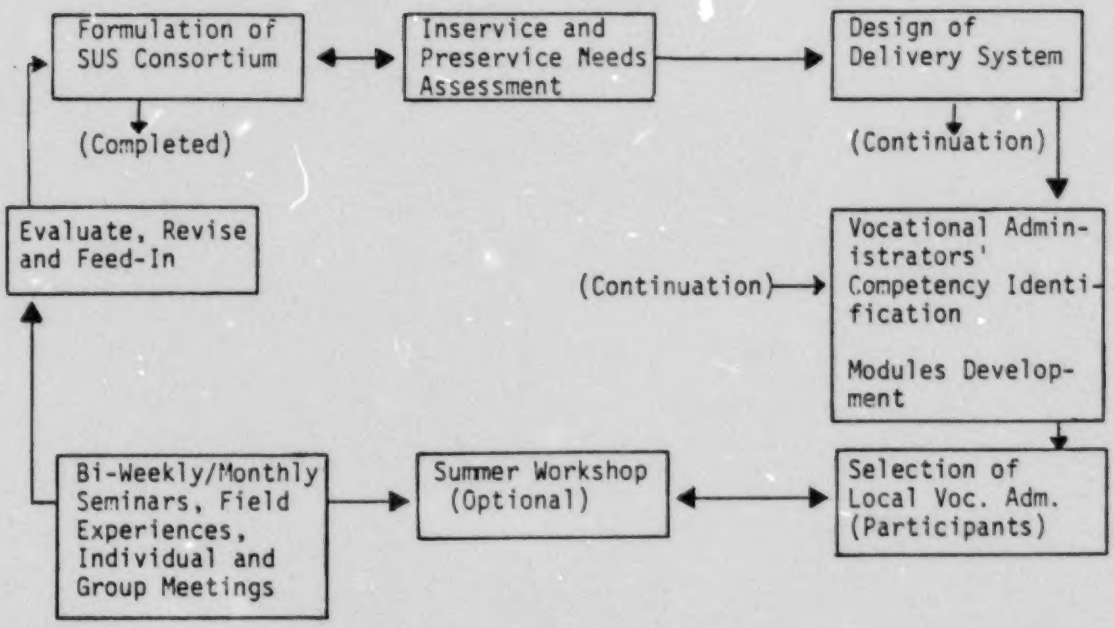
The Division of Vocational Education, State Department of Education allows their qualified staff consultants and staff to participate as resource people. (The second role of the local school agency is to provide facilities needed for the program.) Commitment to the extern training program by the state universities is demonstrated by the willingness and ability of all of the participating universities to adapt their traditional notions of undergraduate and graduate level credits to meet the explicit needs identified in this program.

COMPONENTS OF FLORIDA'S EXTERN PROGRAM:

The Florida extern program model, which is shown below in Figure 1, illustrates the major components of the extern program.

FLORIDA PRESERVICE AND INSERVICE EXTERN

LEADERSHIP TRAINING MODEL



The starting point for this model was the development of a consortium comprised of the State Department of Education Staff Development Personnel, local educational agencies, the Florida Vocational Association, the Florida Council of Local Administrators and university teacher educators. The activities of the consortium, the identification of competencies, the assessment of training needs, the design of the instructional delivery system and the training activities were done jointly by the participating vocational teacher educators. Selection of participants in the training program was done by the State Director of Vocational Education in cooperation with the chief school officer of the local educational agency and the consortium of vocational teacher educators in the State University System. The initial orientation activities and meetings also provided an opportunity for beginning the process of shared responsibility and further development of leadership skills. Statewide meetings, group regional meetings and field-based activities were scheduled throughout the academic year. These meetings provided a forum for sharing individual experiences with the group which might potentially be adapted and/or adopted by the participants in the extern program in their home situations. The group regional meetings provided an opportunity for rapping and grappling with ideas, issues and concerns of individuals, together with an opportunity for utilizing expertise within the group and consultants in the programs.

On-site learning activities were provided via individualized instructional modules and related aids and supervised by cooperating vocational teacher educators, regional state consultants for vocational education, local schools, community/junior colleges and other appropriate resource personnel from business, industry, government and agriculture working directly with the extern at his/her home site. A regular schedule of on-site visits (See Appendix G-1) was developed by the teacher educators for the entire academic year. This individual assistance provided opportunities for the teacher educator to work directly with the extern participant in his/her home setting, to identify participant needs and establish close communications between the extern and vocational teacher educator and the local school administrators.

The implementation of the learning activities, both group and individual, was a major responsibility of the participating externs with supervision provided by the teacher educators.

The final phase of this project was the evaluation of the program. This program was evaluated by an external evaluator using an instrument developed in conjunction with the selected competencies. (See Appendix J-2.)

PARTICIPANTS:

The target group for the 1982-83 program was represented by the non-certified county directors, area center directors, assistant area center directors and noncertified community/junior college occupational deans and/or directors, principals of comprehensive high schools, prospective county and area center directors, certified vocational administrators desiring renewal, and State Department of Education consultants.

SELECTION OF PARTICIPANTS:

Participant selection was critical to the outcome of this project. Major importance was given to selecting only those individuals who were willing to make a commitment to the activities, goals, and purposes of this model project. This commitment outweighed other elements in the selection process to help demonstrate the viability of the extern model and to build an institutional commitment to continue the model. Similarly, a successful demonstration of the extern model should now be conducive to future participants and target populations seeking selection for the program. Selection was a shared responsibility of the DOE and universities. Final responsibility for selection, however, rested with the State Director of Vocational Education.

PROGRAM EMPHASIS:

The 1982-83 Florida Preservice/Inservice Leadership Training Program for Local Administrators of Vocational Education was a training of local administrators to help them become more effective on their jobs and to meet the state certification requirements for vocational administrators. A decision was made in 1981-82, with input from program participants and consultants, to retain a statewide program. A conclusion was reached, based on the two years' experience, that transporting the model to each local university would not be effective. Accordingly, there was one program during the 1982-83 year.

1. Competency-based:

The program utilized the vocational administrator competencies and general school administrator competencies which have been developed under the sponsorship of the State Council on Teacher Education.

The participants, through the guidance of a vocational teacher educator and other resource persons, decided on the total number of instructional modules which were needed and the sequence and pace in which they could best accomplish the required competencies. The modules were designed so as to provide students with immediate feedback after each learning experience. Each module had a post-test which was also used as a pre-test.

Participants entering this program were required to fill out the applicant data form. (See Appendix B.) Information gathered from this form was evaluated by the State Teacher Certification Section in terms of individual certification status. Participants also completed the Vocational Administrator Competencies checklist and the General School Administrator Competencies Checklist to determine their levels of proficiency in these competencies. (See Appendices D-1 & 2.) The competencies an individual needed were determined and instructional resources were then identified. The

student could use the modules and other instructional resources one at a time, or could work on two or more simultaneously. Guided by a resource person(s), the student determined which learning experience in a module he/she needed to take (i.e. those covering skills in which he/she was not already competent). Each module provided the student with the theoretical knowledge regarding the competency as well as an opportunity to practice the competency in either real situations or simulation. Toward the end of each learning experience, the student received feedback on how well he/she was doing in the form of a self-check with model answers or a checklist for the student, peer(s) and/or resource person to use in rating the student's achievement. Feedback derived, along with the directions for their use, was always included in each module. When a student felt that he/she had adequate background and practice in the competency, arrangements were made for the student to be assessed by his/her resource person in an actual school situation.

2. Field-based:

Individual plans of needed competencies were developed on the basis of certification requirements as per number 1 above. The learning experiences were based primarily in off-campus, field-based settings utilizing the competency-based individualized vocational administrator instructional modules developed by the Consortium of States at the National Center for Research in Vocational Education at the Ohio State University. Other local and state instructional resources were used as required by each participant's plan. Expertise and resources of local educational agencies, the Division of Vocational Education, Department of Education, the SUS, local business, industry, government and agriculture were used as required by each individual participant plan.

Field visitations to each participant were made throughout the year by resource persons. A record of each visitation was maintained using a Record of Field-School Visits Form. (See Appendix G-1.) Mastery of competencies by participants as evidenced and evaluated by the resource person(s) was checked off on a Master Competencies List Form generated from applicant data form, the Vocational Administrator Competencies, the General School Administrator Competency and the evaluation form done by the State Teacher Certification Office. (See Appendices C, D-1 & D-2.)

3. Individualized:

Each participating vocational administrator had his/her certification status evaluated by the State Teacher Certification Office in Tallahassee in addition to competencies needs assessed by the program staff. Based on the participant's needs, an individual program was prescribed, the learning/experience pace determined by the individual learner and project staff. This was accomplished within the State Certification requirements for vocational administrators.

4. Instruction:

This program utilized both formal group instruction/seminars, self-instructional materials, field/clinical experiences--on-the-job training

which took an individual vocational administrator from learning about administrator skills through practicing the skill to applying the skill in a real administrative and laboratory or actual clinical/occupational and/or vocational education settings.

5. Criterion-referenced evaluation:

Each learning experience stated the performance criteria by which competency achievement was determined. Each participant was required to meet the stated criteria at an acceptable level.

6. Mediated instruction:

Learning activities available to each participant varied. Films, video tapes, printed materials, university and regional staff of the Division of Vocational Education, State Department of Education, local educational personnel and resources, business, industry and agricultural resources, supervised field and occupational experiences, internships, seminars, etc. were utilized. Each participant could be recycled back to additional learning experiences when it was determined through a consensus of the program staff that the participant's level of competency did not meet the standard.

7. Self-evaluation:

Some participants were video-taped while developing and mastering many of the competencies as one of the means of self-evaluation. He/she therefore had the opportunity to engage in self-evaluation through video feedback as one of the many evaluation methods that were used in the self-evaluation.

8. Peer-evaluation:

The participating vocational administrator could use the video-taped learning experiences to get feedback from other participating vocational administrators, program staff, and consultants/resource people.

9. Program completion:

The mastery of competencies identified in the individual participant plans was achieved within one fiscal year. An individual participating and completing this program did so in no more than twelve months. The program emphasis during the first and second years was the development of an extern model. The emphasis in this third year was the strengthening and continued refinement of the extern program model.

SUMMARY OF THE ADVANTAGES

OF THE

COMPETENCY-BASED VOCATIONAL ADMINISTRATOR PROGRAM

1. Flexibility
2. Emphasis on competency attainment
3. Immediate feedback
4. More individualization of instruction
5. Trainee more responsible for own learning
6. Emphasis on ability to "do" as well as "know"
7. Program is highly individualized
8. Program based on expressed and observed needs, e.g., individual certification requirements
9. Resource person helps trainee establish objectives and learning/experience plans
10. Resource person available whenever needed
11. Small group and seminar sessions held
12. Trainees work at own rate to achieve competency
13. Trainee demonstrates proficiency on the job
14. Resource person assesses actual performance
15. Credit and certification based on achievement of competencies

THE ADVANTAGES OF THE EXTERN PROGRAM

1. Does not require full-time participation
2. Participant stays at same institution
3. Meaningful involvement for extended period
4. Field-based seminars/field experiences permit visits to exemplary programs and facilities
5. Meaningful sharing of experiences, problems, and solutions
6. Participants nominated by employing institutions
7. Attend 2 weeks summer workshop:
   - Decide on group objectives
   - Decide on individual objectives
   - Develop plan of action
8. Attend 9-14 weekend seminars
9. Attend regular field/clinical experiences
10. Implement plans of action
11. Extern receives individual technical assistance
12. Program costs shared
13. Academic credit optional (4-16 credits per year)

EXTERN PROGRAM COMPONENTS

The unique components of this externship program are:

1. It is a preservice and inservice approach.
2. It involves planned theoretical and practical, sequenced experiences based on required competencies.
3. It involves directed field/clinical experiences.
4. It involves individual and group seminars.
5. It requires inter-agency cooperation.
6. It requires the establishment of individual and group objectives.
7. It requires the participants and resource staff to conduct planning and evaluation of individual and group progress.
8. It is comprehensive in that it applies to all vocational service areas.

STATEWIDE MEETING REPORTS

An Introduction

Following are portions of the reports on each statewide meeting attended by all externs. These reports were compiled and mailed to every participant, teacher educator, resource person/consultant, presenter involved in each meeting. Though each report originally contained evaluations for all sessions these have here been omitted. (Final evaluation by the externs of the entire program is presented in the external evaluator's final report, found in the following section of this report.)

Also not included in these reports are copies of handouts and work sheets used during the sessions as they are much too numerous to include in such a form.

These reports then, represent an outline of each meeting's contents, presenters and activities.

Report

of

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Statewide Meeting

October 7-9, 1982

Bristol International Hotel

Winter Garden, Florida

Dominic A. Mohamed
Program Director

FLORIDA PRESERVICE/INSERVICE LEADERSHIP

TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF

VOCATIONAL EDUCATION

AGENDA
FIRST STATEWIDE MEETING, 1982
October 7, 8, & 9
Winter Garden, Florida
Bristol International INN

Thursday, October 7

1:00 - 1:30 p.m.	Registration: Bristol Room
1:30 - 1:45	Opening Remarks - Dominic A. Mohamed Program Director
1:45 - 2:15	The 1981-82 Experience - Peter Borowski, IMTS Coordinator, Polk Voc. Tech. Center Bettie Hogle, Vocational Coordinator Seminole County School Board
2:15 - 3:30	Program Overviews - The ACES --Vocational Administrator Competencies --Program Delivery --Field Visitations --Certification/Course Credit
3:30 - 3:45	Break
3:45 - 4:45	Introduction of Program Participants
4:45 - 5:00	Feedback/Debriefing
5:00 - 6:00	Social (Hosted by Staff)

Friday, October 8

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Warmup Activity
8:30 - 10:15	Improving Communication Skills
10:15 - 10:30	Break
10:30 - 12:00	Team Building
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00	Team Building (Continued)
3:00 - 3:15	Break
3:15 - 3:45	Team Building Consensus
3:45 - 4:45	Extern Program Activities Chart
4:45 - 5:00	Feedback/Debriefing

Saturday, October 9

8:00 - 8:15	Sign in: Bristol Room
8:15 - 8:30	Warmup Activity
8:30 - 10:00	Role Clarification: Expectations of-- Program Director Administrator Competency Educator Sponsor/Resource Person Participant
10:00 - 10:15	Break
10:15 - 11:30	Regional Meetings
11:30 - 11:45	Regional Meeting Reports
11:45 - 12:00	Feedback/Debriefing/Adjournment

Thursday, October 7, 1982

PURPOSES FOR THE DAY

1. To share information with participants about the program
2. To provide opportunity for participants to become acquainted with one another and with the staff

AGENDA

1:00 - 1:30	Registration
1:30 - 1:45	Opening Remarks
1:45 - 2:15	The 1981-82 Experience
2:15 - 3:30	Program Overview
3:30 - 3:45	Break
3:45 - 4:45	Introductions
4:45 - 5:00	Feedback, Announcements
5:00 - 6:00	Social

Friday, October 8, 1982

AGENDA (REVISED)

8:15 - 9:45	Improving communication skills
9:45 -10:15	Team Building
10:15 -10:30	Break
10:30 -12:00	Team Building
12:00 - 1:30	Lunch
1:30 - 2:30	Team Building
2:30 - 3:00	Consensus Building
3:00 - 3:15	Break
3:15 - 4:15	Consensus Building
4:15 - 4:45	Activities Chart
4:45 - 5:00	Feedback

LIFO SCORES		WESTERN GROUP																EASTERN GROUP								SOUTHERN GROUP									
		EXTERN	Ellen	Mary	Pat	Dorothy	Barb	Della	Arlene	Sherrie	Van	Shirley	Chip	Delmas	RoseAnne	Larry	Wild Bill	Herma	Linda M.	Jim Ward	Suzanne	Jean	Ray	Mack	Barbara S.	Bob S.	Peggy	Cynthia	Linda	Michael	Smitty	Frank	Sue	Barry	Jim K.	John S.
SUPPORTING	Fav. (Prod.)	25	24	21	22	21	24	24	20	24	19	21	25	21	21	26	18	17	29	25	21	17	26	28	22	28	25	20	25	23	28	22	26	26	28
GIVING	Adv. (Def.)	30	19	16	20	22	21	19	22	22	25	20	29	16	20	21	12	15	20	22	23	19	23	25	19	27	19	15	19	20	25	24	18	21	20
CONTROLLING	Fav. (Prod.)	18	28	28	28	23	29	23	29	21	26	29	17	24	27	25	29	35	21	20	22	21	27	17	32	15	31	32	33	21	22	23	19	23	28
TAKING	Adv. (Def.)	18	24	30	20	22	27	30	26	24	23	27	17	26	26	26	22	31	28	16	22	24	25	20	27	17	29	29	29	21	18	16	26	25	23
CONSERVING	Fav. (Prod.)	24	19	25	24	22	21	16	18	27	27	26	30	24	26	15	21	18	26	21	26	23	14	23	20	20	19	24	20	30	16	26	25	26	22
HOLDING	Adv. (Def.)	14	25	25	26	19	21	18	14	23	19	23	20	21	31	17	27	19	27	19	24	19	20	21	19	19	24	27	21	28	18	24	25	17	26
ADAPTING	Fav. (Prod.)	23	19	16	16	24	16	27	23	18	18	24	18	21	16	24	22	20	14	24	21	24	23	22	16	27	15	14	12	16	24	19	20	15	12
DEALING	Adv. (Def.)	28	22	19	24	27	21	23	28	21	23	20	24	27	13	26	29	25	15	33	21	28	22	24	25	27	18	19	21	21	29	26	21	27	21

In this activity each participant completed a LIFO survey form which was used to lead them in a series of activities designed to: 1) assist them in becoming aware of their preferred leader, 2) help them to become aware of the preferred leadership styles of others in the group, 3) use this information in building stronger regional teams. This session was conducted by Rex Toothman, a certified LIFO analyst. The scores for each participant under favorable (productive) and adverse (defensive) conditions are here reported.

COMMUNICATIONS--A TEAM LEARNING EXERCISE

The total group was divided into six learning teams. Each team was given a copy of a handout relating to a specific aspect of communication. Their instructions were to develop a presentation covering the key ideas included in their material for the total group.

Each team member was involved in the presentation and they were encouraged to develop and use appropriate visuals.

The topics covered were: 1) physical arrangement, 2) communication breakdown, 3) roadblocks--communication = a two-way street, 4) hang-ups, 5) paraphrasing, 6) discussion.

Saturday, October 9, 1982

AGENDA (REVISED)

8:15 - 8:40	Competency Assessment (for Nov. State Meeting)
8:40 - 9:30	Hotel Decision
9:30 - 9:35	Rating System for Appendices A & B
9:35 -10:00	Role Reviews (by ACE's)
10:00 -10:15	Break
10:15 -11:30	Regional Meetings
11:30 -11:45	Regional Reports
11:45 -12:00	Feedback, Debriefing

ESTABLISHING PRIORITIES FOR NOVEMBER STATE MEETING

In order to establish priorities for the November State Meeting, the group was divided into five regional groups. Each group was asked to reach consensus on their top three priorities, and these were posted in the three corners of a triangle for the total group to view.

Individuals were then invited to list under their group's triangle, any competency they felt strongly about which was not included.

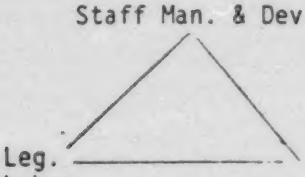
Each competency nominated was listed and a score computed. Scores were based on the number in each group listing that particular competency in their traingle plus an additional point for those listed individually.

The diagrams and score sheet are reproduced for your information.

PRIORITIES FOR NOV. STATE MEETING

WEST A 8

Staff Man. & Dev.



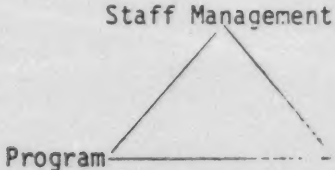
Leg.
Labor
Prof. Relations

Fiscal Management

Needs Assessment

WEST B 8

Staff Management



Program Articulation

Fiscal Management

Curriculum Design & Evaluation
Eqpt. Management
School/Community/ Labor relations
Needs Assessment

South A 5

Curr. Design

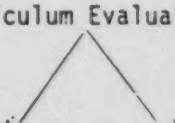
Legislation
Labor/Prof
Relations

Fiscal Management

Staff Management & Development

South B 5

Curriculum Evaluation



Student Recruitment, Placement & Follow-up

Needs Assessment

Advisory Committees
Legislative Relations
Curr. Design
Staff Management

EAST 8

Facilities Plan

Legislation, Labor, Prof. Relations

Fiscal Management

Staff Management
Student Recruitment
School-Community Relations

SCORE SHEET

Competency Area	West A	West B	South A	South B	East	Total
Legislation	8	0	5	1	8	22
Fiscal	8	8	5	0	8	29
Facilities	0	0	0	0	8	8
Curriculum Des.	0	1	5	1	0	7
Staff Dev.	8	8	1	1	1	19
Needs Assess.	1	1	0	5	0	7
Stud. Rec.	0	0	0	5	1	6
Prog. Articulation	0	8	0	0	0	8
Adv. Com.	0	0	0	1	0	1
Equip. Mgmt.	0	1	0	0	0	1
School/Comm.	0	1	0	0	1	2

The final product listed these three as top priority competencies for the total group:

1. Fiscal Management
2. Legislation
3. Staff Development

ROLE CLARIFICATION-EXPECTATIONS

The group reviewed, modified, and reached consensus that the expectations for each of the four roles involved in the Extern project would be as follows:

EXPECTATIONS OF PROGRAM DIRECTOR

1. Guidance:

    a) University Credit
    b) Certification Requirements
    c) University Registration
    d) Liaison with State Department

2. Overall Coordination to Include:

    a) Facilities
    b) Activities of ACE'S
    c) Overall Grading Criteria
    d) Communication with Program Participants

3. Provide resouces to allow for useful and interesting meetings

4. If necessary, arbitrate between participants and ACE'S

5. To provide necessary funding for operation of project

EXPECTATIONS OF ACE's (Administrator Competency Educator)

A. To Assist:
    1. Determine competencies
    2. Review experiences
    3. Select resource people
    4. Motivate learners

B. Plan and Provide
    1. State and Regional meeting format and logistics
    2. Resources for meetings
    3. Instruction
    4. Leadership
    5. Liaison between
        a) Participants
        b) Local resource person
        c) University
        d) State Department

C. Evaluate
    1. Transcripts and certification
    2. Participant experience
    3. Portfolio
    4. Competencies
    5. Total learning experience

ROLE CLARIFICATION/EXPECTATIONS (cont')

EXPECTATIONS OF PRO (PROFESSIONAL RESOURCE OFFICER)

1. Assist Extern to identify needed competencies
2. Suggest and/or provide experiences to meet needed competences
3. Assist in developing/critiquing portfolio
4. Meet with ACE and Extern as needed
5. Meet with regional group if possible
6. Verify Externs' achievement of competencies
7. Attend final statewide meeting if possible

EXPECTATIONS OF PARTICIPANTS

1. Plan State and Regional meetings
2. Obtain DOE Evaluation re: Certification
3. Identify Professional Resource Officer (PRO)
4. Assess competencies with PRO
5. Suggest Resource Persons for Program
6. Develop portfolio
7. Develop training plans
8. Exercise credit option
9. Implement training plans
10. Submit evidence of completion of competencies
11. Make arrangements for personal finances
12. Attend and participate in Regional and State meetings
13. Complete feedback reports
14. Choosing the facility

FLORIDA EXTERN PROGRAM REGIONAL MEETINGS

		Dates and Locations
WEST		
Chairperson:	Bill Wieser Hillsborough County	Nov. 22 U.S.F., Tampa Dec. 13. PVTI, Pinellas Feb. 25 EVTC, Hillsborough
Social:	Van Newberry Pinellas County	April 8 Sarasota Vo-Tech
SOUTH		
Chairperson:	Linda Eads	Nov. 4-5
Co	John Schmieder	Dec. 4
Social:	Cynthia Smith	Feb. 11
Secretary:	Peggy Wilkinson	April 15
EAST		
Chairperson:	Suzanne Tesinsky	Dec. 10 Ridge Voc. Center
Social:	Jean Carter	Jan. 12-13 Bristol Inn Feb. 4 Lake County Voc. Center Mar. 25 Daytona Beach Community College

1982-83 EXTERN PARTICIPANTS AND ACE's BY REGION

SOUTH -- ACE's: Hugh Hinely and Dominic Mohamed

Sue Bowman
Linda Eads
Frank Taylor
Barry Zimbler
James Knight
Michael Smith
Peggy Wilkinson
John Schmiederer
Cynthia Smith
Ulysses Smith

EAST -- ACE's: Steve Sorg and Larry Hudson

Mack Blythe
Jean Carter
Linda Mahan
Ray Newman
Robert Schreiber
Barbara Smith
Suzanne Tensinsky
James Ward

WEST -- ACE's: Bill Danenburg and Jim Hensel

RoseAnne Bowers
Sherrie Burke
Patricia Casey
Della Escobia
Larry LaBarbera
Arlene Neuhaus
Mary Reina
Herma White
Bill Wieser
Delmas Greene
Barbara McGraw
Ellen Miller
Van Newberry
Chip Snare
Shirley Stacey
Dorothy Wentz

ACE's: (At large) Carl Proehl and Billy Rader

Report

of

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Statewide Meeting

November 4-5, 1982

Bristol International Hotel

Winter Garden, Florida

Dominic A. Mohamed
Program Director

FLORIDA PRESERVICE/INSERVICE LEADERSHIP

TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF

VOCATIONAL EDUCATION

AGENDA
SECOND STATEWIDE MEETING, 1982
November 4, 5 & 6
Winter Garden, Florida
Bristol International Inn

Thursday, November 4

1:00 - 1:15 p.m.	Sign in: Bristol Room
1:15 - 1:45	Opening Exercise
1:45 - 2:15	List 15 Top Individual Needs
2:15 - 2:45	Groups Reach Consensus on Top 5 Needs
2:45 - 3:00	Groups Post Lists and Share
3:00 - 3:15	Break
3:15 - 3:45	Integrate Lists; Campaign Speeches
3:45 - 4:00	Individual Rankings
4:00 - 4:30	Group Rankings
4:30 - 4:45	Post - Total Group Ranking
4:45 - 5:00	Feedback/Debriefing
5:00 - 6:00	Social (Hosted by Southern Region)

Friday, November 5

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Warmup Activity
8:30 - 12:00	John R. Sojat, Section Director Vocational Planning and Budget State Department of Education Tallahassee, Florida Topic: Fiscal Management Federal and State Levels
12:00 - 1:00 p.m.	Lunch
1:00 - 4:45	Ralph E. Upton, Jr., Director St. Augustine Technical Center St. Johns County St. Augustine, Florida Topic: Fiscal Management Local (County and School) Levels
4:45 - 5:00	Feedback/Debriefing
7:00 - 9:30	Dinner with Ralph Upton, Open to everyone - Required for Southern Region

Saturday, November 6

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Opening Activity
8:30 - 9:00	Agenda Building for Regional Meetings
9:00 - 10:15	Regional Meetings
10:15 - 10:30	Break
10:30 - 11:15	Regional Meetings (Continued)
11:15 - 11:45	Regional Reports
11:45 - 12:00	Feedback/Debriefing/Adjournment

	South	West	East	Total	Rank
1. Staff Development	1	2	3	6	2
2. Vocational Legislation	2	1	1	4	1
3. Advisory Committees	3	9	9	21	7
4. Facilities Planning	4	7	7	18	4
5. Equipment Management	5	12	10	27	10
6. Vocational Planning	10	6	2	18	4
7. School Laws	11	3	5	19	6
8. Safety Management	12	11	6	29	12
9. Staff Evaluation	7	4	4	15	3
10. Program Articulation	8	8	12	28	11
11. Curriculum Evaluation	6	5	10	21	7
12. Recruitment, Retention, etc.	9	9	8	26	9

PRIORITIES FOR STATEWIDE MEETINGS

TOP 5

1. Vocational Legislation
2. Staff Development
3. Staff Evaluation
4. Facilities Planning
5. Vocational Planning

STATE MEETINGS

West

January 13-15	Vocational Legislation Vocational Planning

East

March 17-19	Staff Development Staff Evaluation

ACE'S

May 5-7	Facilities Planning

REGIONAL MEETINGS SCHEDULE

Southern Region

Date	Topic
December 11, 1982 Palm Beach	Competency 4 Curriculum Evaluation and Improvement Competency 7 Recruitment, Retention Follow-up
February 11, 1983 Dade	Competency 6 Instructional Management Competency 11 School/Community Competency 10 Advisory Committee
April 15, 1983 Bahamas	Competency 14 Safety Management Competency 13 Equipment Management

Western Region

November 22, 1982 Univ. of South Florida	Advisory Committee Recruitment/Follow-up
December 13, 1982 PVTI	School Laws Program Articulation
February 25, 1983 Erwin Center	Curriculum Evaluation Needs Assessment
April 8, 1983 TBA	Safety Management Equipment Management

REGIONAL MEETINGS SCHEDULE (cont')

Eastern Region

Date/Location	Topic
December 10, 1982	Safety Management
Ridge Voc-Tech	Voc. Program Articulation
January 12-13, 1983	Voc. Needs Assessment
Bristol International	Evaluation of Instructional Programs
February 4, 1983	Budget Evaluation
Lake Co. Voc. Center	Decision-Making Skills-Staff
March 25, 1983	Management School Laws, Policies, etc.
Daytona Beach Community College	Voc. Student Recruitment Retention Placement, etc.

Report

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FLORIDA PRESERVICE/INSERVICE LEADERSHIP

TRAINING PROGRAM FOR LOCAL ADMINISTRATROS OF

VOCATIONAL EDUCATION

Statewide Meeting

January 13-15, 1983

Bristol International Hotel

Winter Garden, Florida

Dominic A. Mohamed
Program Director

FLORIDA PRESERVICE/INSERVICE LEADERSHIP

TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF

VOCATIONAL EDUCATION

AGENDA
THIRD STATEWIDE MEETING
January 13 - 15, 1983
Winter Garden, Florida
Bristol International Inn

Thursday, January 13

1:00 - 1:15 p.m.	Sign in: Bristol Room
1:15 - 1:45	Opening Exercise
1:45 - 2:45	Topic: Vocational Education Planning (2.1 - 2.5) Jim Davis, Bureau Chief Vocational Planning and Budget State Dept. of Education Tallahassee, Florida
2:45 - 3:05	Break
3:05 - 4:45	Vocational Education Planning with Jim Davis--Continued
4:45 - 5:00	Feedback/Debriefing
5:00 - 5:30	"Recess"
5:30 - Until	Social (including light meal)--Meet in Bristol Room Hosted by Wild West Region

Friday, January 14

8:00 - 8:15 a.m.	Sign in: Bristol
8:15 - 8:45	Warm-up Activity
8:45 - 9:45	Topic for the Day: Vocational Legislative, Labor and Professional Relations (9.1 - 9.5) Mr. Joe Mills, Director Division of Vocational Education State Dept. of Education Tallahassee, Florida
9:45 - 10:00	Break
10:00 - 11:00	Vocational Legislation with Joe Mills--Continued
11:00 - 12:00	Vocational Legislation with Ron Scull Executive Director Florida Vocational Assoc.
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00	Vocational Legislation with the Honorable Daniel Webster State Representative State of Florida
3:00 - 3:20	Break
3:20 - 4:30	Vocational Legislation, etc. with Dr. Don P. Cammaratta General Director, VTAE Hillsborough County Public Schools Tampa, Florida
4:30 - 5:00	Feedback/Debriefing
7:00 - 9:30	Dinner — "Share Ideas" Open to Everyone

THIRD STATEWIDE MEETING, AGENDA CONTINUED
January 13 - 15, 1983

Saturday, January 15

8:00 - 8:15 a.m.	Sign in: Bristol Room
8:15 - 8:30	Warm-up Activity
8:30 - 10:00	Topic: Vocational Legislation, etc. Continued (9.3-9.4) Hands-on Activity Led by: Shirley Stacey Program Director, Business Education Sarasota Vo-Tech Center Sarasota County Public Schools Sarasota, Florida
10:00 - 10:15	Break
10:15 - 11:30	Regional Meetings
11:30 - 11:45	Regional Reports
11:45 - 12:00	Feedback/Debriefing/Adjournment

VOCATIONAL ADMINISTRATIVE COMPETENCIES

II. Vocational Education Planning

2.1 Interprets and applies state and federal legislation and regulations relevant to vocational education.

2.2 Interprets and applies other relevant state and federal legislation such as V.A., disadvantaged, sex stereotyping, handicapped, etc.

2.3 Prepares and updates long and short range vocational education plans.

2.4 Demonstrates compliance with the Florida State Plan for Vocational Education.

2.5 Utilizes state and local agencies in the planning process such as Florida Employment Service, CETA prime sponsor, Coordinating Council, Council on Education and Rehabilitation of the Handicapped, Licensing Boards, Correction Services, etc.

IX. Vocational Legislative, Labor and Professional Relations.

9.1 Demonstrates philosophy consistent with the objectives of vocational education programs.

9.2 Communicates the need for and problems of funding, validating, supporting, and evaluating vocational education programs.

9.3 Influences policies affecting vocational education at local, state, and national level.

9.4 Participates in the development of vocational education legislation at local, state and national level.

9.5 Communicates the implications of vocational legislation to school and community.

As a closure for Friday's presentations, the Externs summarized the main points made by each presenter as they related to each competency. These are listed on the following pages.

SUMMARY OF PRESENTATIONS BY:

Mr. Joe Mills
Mr. Ron Scull
Rep. Daniel Webster
Dr. Don P. Cammaratta

9.1 Demonstrates philosophy--

Study issues/know rebuttals
Be consistent with philosophy
Present a unified front
Be aware of new movements (reforms)
Stick to objectives
Know the history

9.2 Communicates need--

Use advisory groups
Don't be complacent
Sell via involvement
Get facts - educate your legislators
Be brief!
Know entire problem
Follow through with your plans

9.3 Influences policies--

Professional membership
Know "movers and shakers"
Work for candidates
Put in time - become known
Join AVA
Find out who is in National Association of legislators
Placement and follow-up information important
Know issues - involve legislators in school maters
Apply chickens and worms theory
Legislator votes by using judgment calls
Supply data

9.4 Participates in development--

Professional participation in association
Meet with legislators one-on-one
Get to sub-committee members
Get to key people
Join FVA
New legistation involves group-to-individual networking

9.5 Communicates implications of legislation to school and community--

Work with advisory committees and business community
Let them work for you
Know both sides
Have valid data
Aid legislators in decisions

PRACTICAL APPLICATION

The Southern Regional group will invite representatives to their February Regional meeting in effort to demonstrate competencies learned.

ALL INVITED!

A hands-on activity addressing competencies 2.1 and 9.3 was led by extern Shirley Stacey. The externs were divided into seven groups, each of which became the imaginary School Board of Bronco County. Each group was to reach agreement on a policy in the policy area assigned to them, as follows:

Group 1: the role of the vocational-technical center in Bronco County,

Group 2: open-entry/open-exit, year-round operation of the vocational-technical center in Bronco County,

Group 3: the staffing of the vocational-technical center in Bronco County,

Group 4: the use of advisory committees at the vocational-technical center in Bronco County,

Group 5: recruitment and public information about the vocational-technical center in Bronco County,

Group 6: program admissions standards at the vocational-technical center in Bronco County,

Group 7: the fiscal operation of the vocational-technical center in Bronco County.

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March 17-19, 1983

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Dominic A. Mohamed
Program Director

FLORIDA PRESERVICE/INSERVICE LEADERSHIP

TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF

VOCATIONAL EDUCATION

STATE MEETING

MARCH 17-19, 1983

A G E N D A

DATE/TIME	ACTIVITY
Thursday, March 17	
1:00 - 1:10 p.m.	Sign in: Bristol Room
1:10 - 1:30	Opening Exercise Ms. Linda Mahan, Teacher/Coordinator Marketing and Distributive Education Bartow High School
1:30 - 2:30	Motivational Techniques Introduction: Mr. Mack Blythe, Division Chairman Business Division Seminole Community College Presenter: The Honorable Art Grindle Florida House of Representatives
2:30 - 3:00	Break
3:00 - 4:30	Requirement for Technical Skill Update (Competency 8.3) Panel Moderator: Mr. Bob Schreiber, Coordinator Technical and Industrial Division Daytona Beach Community College Panel Members: Mr. James Tesar, Administrator Central Florida Regional Hospital Dr. Al Koller, Enviromental Health Officer Kennedy Space Center Ms. Lynn Conklin, Business System Designer Martin Marietta Data Systems Ms. Joyce Barnes, Director of Personnel City of Orlando Ms. Linda Sampieri, Director of Training Red Lobster Inns of America
4:30 - 4:45	Feedback/Debriefing
6:00	Dinner at Captain Appleby's (Optional)

DATE/TIME	ACTIVITY
Friday, March 18	
8:00 - 8:15 a.m.	Sign In: Bristol Room
8:15 - 12:00	Staff Development Plan (Competencies 8.1, 8.2, 8.4) Introduction: Ms. Linda Mahan Presenter: Mr. Rex Toothman, Consultant
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00	DACUM Process and Its Use In Staff Development Introduction: Ms. Suzanne Tesinsky, Division Chairman Personal and Public Services Division Seminole Community College Presenter: Dr. Glen E. Fardig, Research Scholar Vocational Education University of Central Florida
3:00 - 3:15	Break
3:15 - 4:30	Beginning Teacher Program Introduction: Mr. Ray Newman, Evening Program Coordinator Lake County Vocational Center Presenters: Dr. Glen E. Fardig, Research Scholar Vocational Education University of Central Florida Dr. Robert A. Rothberg, Professor Director, Teacher Education Center University of Central Florida
4:30 - 5:00	Summary/Feedback/Debriefing Ms. June Townsend Vocational Resource Teacher Leon County School System
6:30 - ?	"Rock 'n Roll 50's Party" Bristol Room
Saturday, March 19	
8:00 - 8:15 a.m.	Sign In: Bristol Room
8:15 - 10:15	Staff Evaluation/Staff Development Activity Dr. Larry Hudson, Professor University of Central Florida
10:15 - 10:30	Break
10:30 - 11:30	Regional Meetings
11:30 - 12:00	Regional Reports/Feedback
12:00	Adjourn

Friday Morning Activity

Staff Development Plan (Competencies 8.1, 8.2, 8.4)

Externs were divided into the following learning teams: Community College Personnel, Vocational Administrators (District), Area Vocational Technical Centers Teachers/Administrators, Secondary School Vocational Teachers/Principals/Administrators, Special Curriculum Teachers (Business), Special Curriculum Teachers (Others), Counselors and Occupational Specialists, Other Support Staff.

Based on interviews they conducted and material presented by the facilitator, Rex Toothman, each team was to concur on a minimum of three recommendations for improving vocational staff development in various assigned areas. The recommendations follow.

GROUP RECOMMENDATIONS

Group 1 Community College Personnel

1. Develop and implement a uniform and systematic staff and program development approach via team building. (Faculty/Employers/Community)
2. Develop resources within the community to accomplish the staff and program development program.
3. Develop a plan with benchmarks to continually assess and evaluate process and results.

Group 2 Vocational Administrators (District)

1. Better utilization of available resources and materials.
2. Updating knowledge of federal, state, and local legislation.
3. Develop situational leadership skills.

Group 3 Area Vocational Technical Centers Teachers/Administrators

1. Time to discuss needs!
2. Need post-secondary persons on advisory/inservice council.

Group 4 Secondary School Vocational Teachers/Principals/Administrators

1. Planning (Set the goal.) Include teacher input, needs, wants, and concerns.
2. Participant selection: establish criteria with teacher input, process for selection developed.
3. Update skills through business/industry training, partnerships, internships,or practicums. Consider: certification, time allocation, remuneration (pay, college credit, or inservice points), image of approach to training.

Group 5 Special Curriculum Teachers (Business)

1. Increase opportunities for short-term placement in business world to update technical knowledge and skills.
2. Increase interaction between business persons and educators.
3. Computer literacy for all business educators by 1984.

Group 6 Special Curriculum Teachers (Others)

1. A special needs assessment process is necessary for special curriculum teachers.

2. Individualized technical skill updating (Business/Industry exchange programs).

3. T.E.C. process needs to be streamlined.

Group 7 Counselors and Occupational Specialists

1. Obtain input from employers, advisory committees, staff, and students to cover skills addressed.

2. Make use of qualified resources.

3. Provide on a continuing basis.

Group 8 Other Support Staff

1. Needs assessment--more opportunity to identify needs.

2. Funding should be earmarked for technical updating with industry.

3. Inservice needed for methods of articulation.

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Statewide Meeting

May 5-7, 1983

Bristol International Hotel

Winter Garden, Florida

Dominic A. Mohamed
Program Director

FLORIDA PRESERVICE/INSERVICE LEADERSHIP

TRAINING PROGRAM FOR LOCAL ADMINISTRATORS OF

VOCATIONAL EDUCATION

AGENDA
STATEWIDE MEETING, 1983
May 5, 6 & 7
Winter Garden, Florida
Bristol International Inn

Thursday, May 5

11:00 - 2:00 p.m.	Individual conference with ACE's
2:00 - 2:15	Sign in
2:15 - 2:30	Bahamas Report Larry Hudson, Coordinating
2:30 - 4:15	Activity on Ohio State Modules: Facilitators: Pat Casey Herma White
4:15 - 4:30	Feedback
4:30 - 6:00	Break
6:00 - 8:00	Social - ACE's Hosting

Friday, May 6

8:00 - 8:15 a.m.	Sign in
8:15 - 8:30	Opening Activity - Rex Toothman
8:30 - 10:15	Planning Buildings for Vocational Education Dr. John T. Coursey Director, Lindsey Hopkins Education Center Miami, Florida
10:15 - 10:30	Break
10:30 - 12:00	Planning Equipment for Vocational Education Dr. John T. Coursey
12:00 - 2:00 p.m.	Luncheon
2:00 - 2:15	Break
2:15 - 4:15	Managing Vocational Facilities
4:15 - 4:30	Feedback
Evening:	On your own

Saturday, May 7

8:00 - 8:15 a.m.	Sign in
*8:15 - 9:00	Final Consultation with ACE's (to be scheduled)
9:00 - 10:15	Informal Evaluation Activity Rex Toothman
10:15 - 10:30	Break
10:30 - 11:30	Closing Remarks: Dominic Mohamed ACE's Externs External Evaluator

*Note: Reunion Committee will meet (Regional chairs plus Dr. Hinely)

Thursday Afternoon Activity

Ohio State University Modules

Prior to the meeting externs were each sent an Ohio State University module. The East Regional Group received: Manage the Purchase of Equipment, Supplies, and Insurance. The West Regional Group received: Provide Buildings and Equipment for Vocational Education. The South Regional Group received: Manage Vocational Buildings and Equipment.

Out of the module, each extern was given assignments to complete before coming to the statewide meeting. Small group discussion/ activities were carried out within each regional group to share ideas and experiences.

EVALUATION REPORT

FLORIDA PRESERVICE/INSERVICE
LEADERSHIP TRAINING PROGRAM
for
LOCAL ADMINISTRATORS
of
VOCATIONAL EDUCATION
1982-83

Submitted by

REX C. TOOTHMAN

PROGRAM EXTERNAL EVALUATOR

I. DEVELOPMENT AND COMPLETION OF EVALUATION INSTRUMENT

The evaluation instrument used for collecting data from program participants for this report is included as Appendix J-2. The instrument follows very closely the format used in evaluating the 1980-81 and the 1981-82 programs, and the process followed for its development is described in the 1980-81 Evaluation Report.

The evaluation instrument was distributed to each participant on the first day of the final statewide training session on May 5, 1983, and collected on the last day of that session on May 7, 1983. This procedure was followed to provide ample time for thought and reflection in making responses. All participants had an opportunity to respond.

II. RESPONSE

A total of 34 participants were oriented to the program at the first meeting on October 7-9, 1982. Four additional participants were admitted prior to the November meeting. Of this group, 2 elected to drop from the program at some point during the year mostly due to time and scheduling problems. The remaining 36 completed the program and were awarded certificates of completion. Of this number, 1 was a DOE person, 4 were affiliated with community colleges, 30 were with school districts, and 1 was a special student from Nassau, Bahamas. (See Appendix K for Roster.)

Eight Administrator Competency Educators (ACE's) representing six state universities were involved in the program, including the program director Dr. Dominic A. Mohamed from Florida International University. Other universities involved were University of West Florida, Florida State University, University of Florida, University of Central Florida, and University of South Florida. (See Appendix L for Roster.)

Responses to the evaluation instrument were made by 34 participants, of these 4 were from the East Regional group, 18 West, and 10 South. The two non-respondents were both from the East group.

III. RESULTS

The results of each of the sixteen items on the evaluation have been tabulated and comments recorded. The numerical significance of the responses for items 1 through 14 is as follows:

4 = Strongly Agree
3 = Agree
2 = Somewhat Agree
1 = Disagree

On item 15, the numerical significance is:

3 = Very Useful
2 = Useful
1 = Of Little Use

On the pages that follow, each item is presented in this sequence:

1. The evaluation statement
2. Number of responses and percentage allocation for each response
3. List of components made addressing each item, except for item 5 where a summary is provided.

1. The program was well organized, managed, and coordinated.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	11	9	0	20	59
3	6	1	6	13	38
2	1	0	0	1	3
1	0	0	0	0	0

Strong Points: (West)

Program well planned.
Information provided; guest speakers.
Interaction between participants.
Facilitator is first class.
Excellent opening exercises.
Working with other professionals with similar goals.
Purpose - managers.
Knowledgeable group of ACE's.
Organization of regions was excellent; meetings well organized and on time - no loss or dithering about.
Cooperation among state universities; ACE's did a fantastic job of keeping it moving.
Facilitator was always very "human" and aware of all personalities and people's needs in general. He did a wonderful job of setting the tone for learning.
Facilitator's coordination!
Too many to list. This has been a most rewarding professional experience. Thanks for everything.
The development of subject areas to be covered at state and regional meetings.
Guest speakers were excellent
Management - excellent organization by all.
Excellent explanation at first meeting.
Facilitator outstanding.

Strong Points: (South)

Facilitator - strong ACE's - good presenters - diversity of information.
Resource people, ACE's input, knowledgeable presenters, strong leadership, good organization.
Criteria, objectives, format set.
Participants knew what was expected of them. Objectives specified and followed.
Expertise of the facilitator; kept on task fast paced - did not have time to be bored.
Use of expert presenters and the facilitator.
Stuck close to agenda and moved quickly.
Guest speakers.

Strong Points: (East)

All information came together finally.
Statewide meetings were well run and managed.
Working in regions, well-planned programs.
Credit for work experience (when appropriate). Many new professional friends.
Hands-on not presented in a timely basis. When they were given out, there were not enough to go around.
Resource persons available.
Variation of meeting sites.
Quality of people who were "brought in" to share.
Camaraderie of the group.

Weak Points: (West)

Competency requirements conflicting and confusing.
Location for state meeting.
Was never sure how to prepare portfolio.
Distribution of materials too slow.
ACE's did not get across to us what they wanted in our portfolios until almost too late - much confusion.
Lack of uniform portfolio requirements.
Participants in constant state of unrest regarding ACE's expectations. Materials always received later than expected. Modules for May meeting received one week prior.
Directions for course work not complete.
There was much confusion through January as to what we had to document in our portfolios. Much diversity of what was required from one ACE to another. Need specific instructions early on how to meet competencies. More hands-on activities.
Not knowing definitely what was expected. More time needs to be spent explaining the portfolio; frustrating.
Lack of direction regarding competencies.
Inconsistency in program requirements.

Weak Points: (South)

More practical exercises.
Short time frames; hotel.
Some paperwork coming from project manager's office was slow and sometimes not mailed to proper address. Not having more administrators in program for higher order discussions, activities. Teachers sometimes aren't able to see bigger picture because of their role (not their ability to think).
Too little lead time on some information dispersed.
Materials slow in coming.
Materials sometimes took too long to arrive.
Time limited.

Weak Points: (East)

Basic information regarding responsibility of externs was not available as early as possible.
Too much confusion about expectations.
Portfolio composition not clearly defined until the end. Not a clear picture "up-front" of how individual, regional, state competencies related.
Slow to develop participant's role.
Seriously doubt if competencies can be met by meetings and lectures alone - suggest more OJT.

2. The consortium approach was preferable to a single-institution approach.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	17	9	4	30	89
3	1	1	2	4	11
2	0	0	0	0	0
1	0	0	0	0	0

Advantages: (West)

Wonderful wealth of resources.
Visits to other institutions, operations, concepts.
View from other instructors and resource people statewide was quite valuable.
Common communication statewide.
Variety of information.
Provided more varied contact with others in same field - built up friendships and exchange of ideas.
Opportunities to interact with professionals; varying views presented. Statewide effort helps pull it all together.
Working with people who are on the job: administrators/supervisors, vocational schools and community colleges.
Contact and information from a variety of sources.
Each individual can access university from his/her region.
Sharing of expertise - we now have a contact at each of the universities - great resources.
Opportunity to exchange knowledge and share experiences.
Learning first-hand about vocational methods throughout the state.
The network of other administrators and educators which develops for future contacts - the social and professional interaction.

Advantages: (South)

Thinking of different schools of thought.
Diverse opinions, sharing of ideas, networking.
Blending of different philosophies from different institutions.
Different perspectives.
Excellent educational network.
Increases valuable resource people.
Get to have the advantages of vocational educators from various institutions, departments, etc., giving you a larger network.
More expertise in the various topics to be covered.
Encourages statewide understanding of objectives/concerns/friendships/networking.

Advantages: (East)

Variety of resources available.
ACE's more easily accessible.
Ability to bring together.
Ability to provide more expertise; more versatility.
More potential.

Disadvantages: (West)

Correspondence may not be quite as convenient.
Some confusion as to what was expected for credit.
Lack of reimbursement for travel and loss of pay for some members.
Dependence of one upon another - not always able to meet expectations.
Communication breakdowns.
Credits available from only one institution.
Need more hands-on experience in administration.
The traveling and time-off from work was a problem in some counties.
None that are very obvious. I do feel that some ACE's required much more than others.
Proximity - somewhat limited accessibility.

Disadvantages: (South)

Cost.
Communication and distance.
Difficult to manage: communication problems.
Organization among consortium members.
Travel - dislocation.

Disadvantages: (East)

Distance of travel; total communication difficult.
OK - but should be able to get credit at any of the institutions participating.
Initial instructions not clear.
Cost and other geographical limitations.

3. The field-based approach was preferable to a campus-based approach.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	17	9	6	32	95
3	1	1	0	2	5
2	0	0	0	0	0
1	0	0	0	0	0

Advantages: (West)

Very practical.
Relaxed atmosphere.
More interesting.
Always exciting.
Keep in touch with other LEA's as to what they are doing.
Visitation of statewide facilities.
Meet people, get firsthand knowledge from many people.
Could actually gain experience in doing rather than reading about it.
Opportunity to personalize learning and make it meaningful to individual and sponsor.
Travel and seeing other area centers.
Need to hear more directly from businesses and industry.
Chance to get away - so that time off could be sociable time.
This was so much more valuable than sitting in a classroom.
The state resource people were wonderful.
Hands-on experiences were provided - a more professional atmosphere.

Advantages: (South)

Sharing of information relevant to the real world.
Fairness in distances which students had to travel; economical.
Practical, flexible to people's schedule.
Different setting so as not to be bothered by routine business.
Central location for entire state - a neutral setting helped me more than classroom atmosphere.
More opportunities to be exposed to the real world.
Develop really good contacts both professionally and socially.
Relates specifically to real-life problems.

Advantages: (East)

Professional interaction and working environment; flexibility needed to get the job done.
Being away from the "ivory tower" tended to make program more relevant and meaningful.
Able to obtain competencies on the job - more practical and appropriate. Interaction with peers great!
Masters in competencies were available.
Group participation developed realistic situations.

Disadvantages: (West)

Distance to travel.
Inadequate accommodations.
Travel.
None! Possibly travel.
Sometimes difficult to get away from job.
Not always sure of what was to be accomplished. Lack of resources at one's fingertips.
My cost was over $300 for travel, accommodations, etc.
Time away from work.
Facilities, A/V, etc., somewhat limited.

Disadvantages: (South)

No network established, no interaction.
Cost.
Having to bring A/V materials from school locations.
Distance and cost involved for travel, meals, and lodging.
Does not encourage reading in the field.

Disadvantages: (East)

Long weekends, hard on family life as well as job absences.
Extent of travel.

4. The program was viewed favorably by the leadership at your university, college, school district, or DOE.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	14	7	5	26	76
3	2	2	0	4	12
2	1	1	1	3	9
1	1	0	0	1	3

Favorable Comments: (West)

Best education program available.
Opportunity to work with other "top" administrators or potential administrators.
Could be regional next year.
Encouraged by supervisor. "Sure wish this was available for those of us who are already certified."
Most felt favorable.
I believe only one not in agreement.
My PRO is my boss. He was very supportive. Our vocational division has expressed pride in our efforts.

Favorable Comments: (South)

Very relevant to everyday operational job duties.
Every former participant recommended the program and was very enthusiastic.
Management approved, cooperated in competency attainment, and allowed professional leave.
Institution supported the concept for the information and networking available.
All school personnel from my district who had participated were excited about it (after two years in some cases). They realized the value for individuals and the district.
All the people from my district that had previously participated in the program were extremely supportive and spoke highly of the program.
Very well pleased with the extern program.
In addition to identifying needed competencies, it also identified strengths.

Favorable Comments: (East)

Program has wide recognition and viewed as a hands-on practical approach.
Even though my participation had been approved, the number of days away from my office caused some concern to my superior. However, I did my best to impress on my district that it was an extremely rewarding experience.
Helps to understand total scope of vocational education.
Helps to gain contacts and meet leaders in field. All encouraged my participation.

Unfavorable Comments: (West)

Not by everyone -
We need to "educate" more of the administrators on the purpose of the program. If we can, we could or would receive support.
There are some administrators in the county that are not in favor of this program of any other that might produce more and better quality administrators. Unfortunately, those few who do have power do not reflect the view of the majority. My immediate supervisor was totally opposed to my being given professional leave. I would not have been allowed to participate if county policy had not dictated this professional leave be granted.

Unfavorable Comments: (South)

Not too aware of program.
Program not fully understood.
Materials and information from program being utilized by staff.

Unfavorable Comments: (East)

None

5. The institution you came from provided support (For example, travel reimbursement, professional leave).

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	6	8	2	16	46
3	3	1	2	6	18
2	3	1	2	6	18
1	4	0	0	4	12
*NR	2	0	0	2	6

*No Response

PROVIDED OR NOT PROVIDED:

	NUMBER	PERCENT
Provided leave only	21	61
Provided both travel and leave	5	15
Provided leave and some travel	3	9
Provided no travel or leave	1	3
No information provided	4	12

6. You gained, or expect to gain, benefits from your experience -- either personally or professionally.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	17	9	5	31	91
3	1	1	1	3	9
2	0	0	0	0	0
1	0	0	0	0	0

Explain: (West)

Wonderful contacts.
Gained!
Knowing people and their philosophies from all around the state can be quite valuable.
Professional growth and development.
Became a better vocational educator overall.
Degree and certification, job opportunities, self-satisfaction.
Exposure to higher-ups in system - personal satisfaction - professional recognition and promotion.
University credit, certification, friendships, exchange of ideas, and many, many more.
I gained! Both personally and professionally - increased network of professional acquaintances and update skills not frequently used.
Experience is gained in discussing with the participants (if I knew the questions to ask).
This was the best program I've ever been enrolled in. It accomplished what it was designed to accomplish. I have a much better understanding of the whole system and how my job relates to the whole.
I have already received benefits. I'm doing a better job in my present position.
This is the most valuable educational experience of my life.

Explain: (South)

Much educational value derived. The personal contacts made set up professional contacts with key people throughout the state.
An understanding of the total vocational education administration context. Examples: planning, facility design, equipment management, funding, etc.
In my present position, the knowledge gained is helpful in providing services to supervisory personnel.
Personal growth - tried new leadership styles; fantastic network of educators; new friendships/associations to get help from; practical knowledge.
Obtained valuable people content and update, methods, procedures, and concepts.
A network of professional vocational educators and friends has been established.
This experience will enable me to better manage and help teachers and other administrators deliver or provide better services to students.
Personally, through contacts/friendships/validation of ideas; professionally, exposure to and use of current materials and approaches; also have a better picture of my function.

Explain: (East)

Already have had significant professional advancement due to extern program.
I gained so much! All of our programs were informative and interesting; I'm already using much of the knowledge I acquired. A great experience.
My greatest gain has been meeting and interacting with such dedicated vocational administrators and teachers. I have learned so much from them.
Developed professional associations; developed a resource file; increased knowledge about vocational education.
It will certainly give me more knowledge and content sources to be a better vocational administrator.

7. Your inservice and/or certification needs were met.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	14	6	4	24	70
3	2	2	2	6	18
2	1	1	0	2	6
1	0	0	0	0	0
*NR	1	1	0	2	6

*No Response

How? (West)

Through the program competencies I was required to meet.
Provided for local director on certificate.
General director.
Met inservice needs.
By completion of Master's degree and the privilege of enrolling in the extern program.
I hope certification will be gained - also part of my graduate course of study.
University credit and certification.

7. How? (West) Continued

Did not have any needs - just the desire to improve my professional skills.
We'll see when I get my certification.
I was able to prove competency for the courses I needed to add director to my certificate.
Credit for three courses.
I was able to meet the competencies necessary for vocational director certification - also will renew my certificate.
I wanted vocational director added to my certificate - am also applying credit to Ed.S. degree.
Will not be able to add vocational director until certification in a vocational area is added. (Present certification is not in a vocational area although job assignment for 10 years has been in the vocational division.)

How? (South)

Not completely.
Completed competencies for the one course I needed for director.
Certification for director.
Only needed one course.
All but update of work experience and instructional time.
This program was taken for inservice - every expectation I had was surpassed.
Completing specific competencies and implementing them.
Inservice.

How? (East)

Certification needs met; I have serious doubts that this superficial treatment of competencies would satisfy needs of an inexperienced administrator.
"Director" was added to my certificate.
Inservice points at home institution met; part of certification needs were met.
By fulfilling individual competency requirements and by attending regional and state meetings.
It should provide the desired vocational certification.

8. You were involved in making decisions concerning the content, delivery, and evaluation of the program.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	16	7	3	26	76
3	2	3	3	8	24
2	0	0	0	0	0
1	0	0	0	0	0

In what respect? (West)

Written evaluation, participant, instructors.
Helped to plan programs.
First meeting we planned agenda, topics.
Group interaction, role play, planning state, regional, and individual meetings.
All of us had input - as much as we wanted to give.
Our region arranged one state program and several regional meetings.
By evaluating my own competencies and needs and by being a member of a planning group.
Everyone had a part of the program - this is excellent.
Everyone was involved due to the organization and the regular set-up, with each being responsible for a state meeting and their own regular meetings.

Our chairman involved us in all levels of planning the activities.
Group interaction was superior! Every person's ideas were considered and utilized.
Most arrangements were made by consensus which provides a great deal of group involvement.

In what respect? (South)

In planning for state/regional meetings and choosing presenters.
In the beginning we identified competencies needed or wanted to achieve.
Daily feedback.
Activity evaluations; selection of competencies to be covered by state and region.
Input on state and regional meetings; evaluations were used and implemented; input on speakers.
We as a group came to a consensus of what we wanted to cover statewide and regional, evaluations done daily and when recommendations were made that should or could be changed, they were changed.
At statewide and regional meetings; through discussion and work assignments.
Regional program planning.

In what respect? (East)

Regular evaluations; decisions with reference to the content for state and regional meetings from the first day.
We determined the topics that were to be addressed; my ACE and I reached consensus concerning my training plan.
At all times we determined the topics to be covered - constant evaluation.
By group decisions and by developing programs.
Mostly in regional activities.

9. The approach of this program is a viable alternative to the traditional approach for meeting certification criteria.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	18	8	4	30	88
3	0	2	1	3	9
2	0	0	0	0	0
1	0	0	0	0	0
*NR	0	0	1	1	3

*No Response

Comments: (West)

As long as quality work is required.

Comments: (South)

Yes for experienced administrators - no for classroom teachers.

Comments: (East)

I have mixed feelings concerning the awarding of credits for five courses.

10. The time frame of the program was appropriate (for example: number of regional meetings, number of state meetings, overall length).

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	13	6	4	23	67
3	3	3	1	7	21
2	1	1	0	2	6
1	1	0	1	2	6

Comments: (West)

The Friday sessions of the state meeting were slightly too long.
State meetings: one too many and two full days would be plenty.
Overall length - suggest October to April - seems to drag.
Delete Saturday meetings.
Just Right.
Could have had one less state meeting - and smaller group meetings within region.
Perhaps dismissed after the graduation luncheon.
Start the last session on Wednesday noon and end Friday after the luncheon.
Perhaps the state meeting could be changed to run all day Friday and Saturday.

Comments: (South)

Just the right amount of meetings.
Program was outstanding. I think more state meetings would be good.
Nothing inappropriate.
May meeting better a week later because of community college final schedule.
We tried to cram so much into each meeting, especially regional. I think the overall length is appropriate.
Some of the topics were rushed, but backup material was supplied.

Comments: (East)

Some time wasted - could have been accomplished in Thursday - Friday mode (Saturday no meeting).
Expand program to two years.
Maybe one less state meeting.

11. The learning environment was appropriate (for example: the meeting locations and rooms).

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	1	2	1	4	12
3	5	5	4	14	41
2	8	2	1	11	32
1	4	0	0	4	12
*NR	0	1	0	1	3

*No Response

Comments: (West)

Motel facilities were not appropriate - meeting room and private rooms.
Well --
Rooms could have been better.
Hate the hotel!!
Rooms were not appropriate for every meeting, but was for the majority.
No way!
Meeting room OK but accommodations poor.
Although the price was right, the facility and service were less than desirable.

Comments: (East)

Excellent.
Even though the Bristol is not plush, I have a rather warm spot in my heart for the place!

Comments: (South)

Could improve on hotel.

12. The training at the State level was valuable:

Activities

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	17	10	5	32	94
3	1	0	1	2	6
2	0	0	0	0	0
1	0	0	0	0	0

Materials

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	15	8	3	26	76
3	3	2	3	8	24
2	0	0	0	0	0
1	0	0	0	0	0

Resource People

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	18	7	4	29	83
3	0	3	1	4	12
2	0	0	1	1	3
1	0	0	0	0	0

Delivery System

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	17	7	5	29	85
3	1	3	1	5	15
2	0	0	0	0	0
1	0	0	0	0	0

Strengths: (West)

Knowledgeable resource people.
All was very enlightening.
Resource people.
Top-notch speakers.
Good university support.
ACE's.
Exposure to many people, techniques, etc.
Very good experience.
Many valuable contacts.

12. Strengths: (West) Continued

Speakers addressed concerns and competencies.
Resource people were outstanding.
Reputation of program helped to provide excellent resources.
Activities.
Resource people.
Facilitator was excellent - enjoyed the small group meetings.
Excellent speakers and hands-on activities.
Joe Mills and Ron Scull were excellent.
Excellent facilitator.
Bill Weiser was very efficient as our region leader.
Resource people were great.
Getting to know other vocational educators from other areas.
State speakers great!
Group activities excellent.
Excellent speakers.

Strengths: (South)

Worthwhile handouts.
Staff, resource people, handouts.
Facilitator was invaluable.
Good organization.
Good leadership.
Excellent resource people.
Good methods and hands-on activities.
Our creative beings were aroused.
We worked on leadership abilities such as speaking, conducting workshops, etc.
Persons who had expertise in a particular area were used.

Strengths: (East)

Pace, variety, stimulation.
Good presenters.
Very applicable to competency needs.
All sessions well planned.
Excellent facilitator.
Cooperative effort.
Outstanding resources.
Resources.

Weaknesses: (West)

Meeting location.
Need to be more punctual in mailing materials.
Group activities by participants.
Distribution of materials.
Too much lecturing - not enough doing.
Physical location was poor - not enough light, too cold for comfort.
The location (facility).
Failure to use ACE's as resource persons in areas of expertise.
Overhead projectors!
Bristol environment.
Should have heard more from ACE's (some are more knowledgeable and interesting than some of the presenters).
Competencies on building, equipment, should be covered before last state meeting. By this meeting, we are almost "burned out"!
Handouts did not reflect what speakers covered in some cases.
Need more "hands-on" with PRO - local administrators.
Some sessions somewhat rushed and attempted to cover too many competencies in a short time.

Weaknesses: (South)

Sometimes not enough handouts for all involved.
Maybe should spend a little more time on hands-on activities.
Aggression of some participants was overwhelming, completely obscuring any other type of leadership.
Long sessions.
Sometimes all the new materials and knowledge seemed too much for the time span.
Not all were good presenters though they knew their area.
Did not always receive the content of the presentations; would have preferred that to a detailed summary of session evaluations.

Weaknesses: (East)

Some resource people treated topics in a very shallow manner; others were disorganized. No substance to any Saturday meetings. Look at the agendas!
Some "fillers" - particularly on Saturdays - that I felt wasted time.
A bit too much lecture method.
Excessive "warmup" activities.

13. The training at the regional level was valuable:

Activities

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	15	9	6	30	88
3	3	1	0	4	12
2	0	0	0	0	0
1	0	0	0	0	0

Materials

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	16	8	5	29	85
3	2	2	1	5	15
2	0	0	0	0	0
1	0	0	0	0	0

Resource People

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	17	8	5	30	88
3	1	2	0	3	9
2	0	0	1	1	3
1	0	0	0	0	0

Delivery System

	NUMBER				
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	15	6	1	27	79
3	2	4	0	6	18
2	1	0	0	1	3
1	0	0	0	0	0

Strengths: (West)

All aspects.
Very good meetings.
Site visitations.
We did planning and everything; we learned!
PRO's and ACE's.
Opportunity for interaction with outstanding individuals who have developed specialties in particular areas.
The involvement required by all.
Able to get key people for speakers.
Our resource persons were excellent.
Bill Weiser as leader.
Small regional meeting with chance for interaction with resource people.
Having meetings at different locations.
Has provided us with a group feeling of belonging.
We now have another set of resource people across the Bay - great!
Opportunity for every group to lead.

Strengths: (South)

Varying locations.
Less travel, interaction good.
Again, just wanting to cover so much.

Strengths: (East)

Provided opportunity to visit many different vocational facilities.
Good variety of outlooks and experiences.
Actual programs visited.
Method of instruction.
Well organized.
Everyone involved.

Weaknesses: (West)

Dinner schedules not necessary.
Not enough hands-on activities - too much lecturing and not enough doing.
Not enough group participation.
All the rooms we met in were too small for the group and the activities.
Long day.
The hours were long - but well used.
Too many "speeches" in some cases - not enough interaction.

Weaknesses: (South)

Not enough time.
Fewer people to interact with; short supply of handouts.
Travel arrangements sometimes.

Weaknesses: (East)

Some lack of substance with some speakers but usually well done.
Some of the meetings were weak in the content area.
Maybe too many resources from a single institution or region.

14. The training at the individual level was valuable:

Activities

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	15	8	4	27	79
3	3	2	2	7	21
2	0	0	0	0	0
1	0	0	0	0	0

Materials

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	15	8	4	27	79
3	3	2	2	6	18
2	1	0	0	1	3
1	0	0	0	0	0

Resource People

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	17	8	4	29	85
3	1	2	2	5	15
2	0	0	0	0	0
1	0	0	0	0	0

Delivery System

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	16	8	4	28	82
3	2	2	2	6	18
2	0	0	0	0	0
1	0	0	0	0	0

How? (West)

Exposure and relevant experiences.
Demanded that I provide time for related projects and activities that I would not have completed otherwise.
Identifying competencies.
Contract for performance evaluation.
Made me aware of pool of excellent vocational educators in Florida. We are strong.
Ability to work with PRO and ACE's and other resource people.
Local exposure.
Very fine attitude of those around me.
Positive feelings toward me and the program.
Gave me the impetus to accomplish tasks which were always there in the background.
I was motivated by interest in my topics and that I could use all the materials I was gathering.
I made so many more contacts in my own school system to help me accomplish my job more efficiently.
I knew this would be more work - but I was impressed with the one Ohio module that I did. I think a minimum number of these should be required in addition to the completion of at least 10 individual competencies.
Good because of PRO.
Forced me to grow academically. I had become lazy. I'm more professionally motivated.
I did interviews.
Director's attitude was very good but time limits restricted availability.

How? (South)

Much to learn - but individual training allowed us to examine deficient areas.
Aid of ACE and PRO to fall back on made the task easier.
Due to complicated time constraints of my PRO, seeing him was nearly impossible. If I had needed lots of help, I would have been in trouble; however, if I asked for his support in getting a major project done, he just gave the word. That's all I needed. (Self-starter, so I learned.) Could choose own level and needs - tailoring to your needs.
Ongoing.
The application of the materials to the current work situation; using validated/researched approaches - no need to reinvent the wheel.

How? (East)

A quasi-academic exercise - determine how to meet competencies, arrange appropriate work experience, and file records of experience.
Able to apply and relate to actual job.
Could select materials and resources to meet individual needs.

15. The participation of the ACE's (Administrative Competencies Educator) was beneficial.

Assisted in the planning and implementation of the overall externship program:

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
3	17	10	4	31	91
2	1	0	2	3	9
1	0	0	0	0	0

Assisted in planning and evaluating the extern competency lists:

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
3	15	10	4	29	85
2	3	0	2	5	15
1	0	0	0	0	0

Served as liaison in planning and implementing regional meetings:

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
3	16	10	4	30	88
2	2	0	2	4	12
1	0	0	0	0	0

Other Uses: (West)

Help in planning the educational future that will aid my career.
Certification advisor; very, very helpful.
Anything we asked!
Being able to contact ACE's; and getting information and answers immediately.
Professional counseling, encouragement, and an occasional push toward objectives.
He was always available, always had time for me.
Wasn't clear for what we were expected to do.
Was available for questions.
Finally! There appears to be lack of communication from staff. (Time wasted due to lack of direction initially.) Something needs to be done with Appendices A and B and course outline for certification. It is confusing, overlapping, and was major flaw in whole program.
Was an excellent motivator; kept me on task; gave me much reassurance.
Very supportive!

Other Uses: (South)

The ACE's for the most part have solid backgrounds with proven experience.
Good for resource person.
General all-round support - not just for this program but for educational and professional needs and goals of externs.
Supplied materials beyond requirements for competencies.

Other Uses: (East)

Excellent. Did not get appropriate information from their superiors in organized fashion.
Communication between extern program and certification.
Assisted with planning and obtaining resources.
Gave professional leadership; provided needed encouragement.

16. The participation of the PRO's (Professional Resource Officer) was beneficial.

NUMBER					
RATING	WEST	SOUTH	EAST	TOTAL	PERCENT
4	14	6	3	23	67
3	0	1	3	4	12
2	1	2	0	3	9
1	0	0	0	0	0
*NR	3	1	0	4	12

*No Response

How? (West)

Good resources.
Provided me an opportunity to work with him on projects that otherwise I would not have found time to do.
Shared knowledge and experience.
Strengthened my position at my school and my future - and my ability to function.
Available at any time for answers, information, and questions.
Privilege of working with PRO on specific assignments (shadowing).
Positive feelings toward me and the program.
Was available whenever I needed her.
Provided opportunity to fulfill competencies.
Provided professional leave.
Went over the competency list. He was always available for questions, invited to extra meetings, etc.
He helped me develop activities to document and acquire the competencies for my portfolio.
Very willing to share their personal time and knowledge.
It made him aware of how hard we worked.
I became closer and have a better understanding of his needs and wants in my present position.
He was great!
Kept us performing on a timely basis and offered support and encouragement.

How? (South)

The selection of a PRO should be done with care -- "How much time can they devote?" is a question that needs to be answered before selection.
Conferences - recommendations of materials to use in portfolio.
Helped to tailor competencies to specific job-related activities.
Providing references.
Established a closer link between extern and PRO - one that doesn't stop on May 7th.
Individualized attention to special programs.
Not too beneficial when in program for inservice.

How? (East)

Provided necessary experiential opportunities to meet competencies.
My PRO is really a PRO - even though we are not located in the same district, I call her quite often for advice and information. I am impressed with the depth of her knowledge about vocational education.
Provided guidance and assistance when needed. Also good reference.
More time needed for individual conferences.
Assessment of professional needs.
Helped locate document sources for competencies.
Reviewed files.
Has been providing information for many years.

17. Please give any additional suggestions, comments or questions, particularly with reference to extending the program in the future to other vocational administrators.

Additional Comments: (West)

Highly recommended continuation, but need more work on human relations and communication skills.
Use extern program to implement new trends in vocational administration. Keep it as a continuous inservice for all administrators, not just those seeking certification.
Program must continue if we are to have qualified administrators in vocational education.
It was an experience I will never forget. Very enjoyable, informative, and "special". This program should be continued.
Perhaps it would be better if the state meetings were at different locations throughout the state. I would have preferred Sunday, Monday, and Tuesday; or Saturday, Sunday, and Monday. I feel if I could have spent time shadowing an administrator for 3 to 4 days, it would have been most beneficial. The PRO's were very helpful. I enjoy the communication lines we formed throughout the state.

17. Additional Comments: (West) Continued

Have all ACE's go over certification requirements and appendices - before introducing to the externs.
Have better facility - also if socials continue, should have place where all participants can fit!
This program should be continued even if a tuition has to be charged.
Vocational education needs strong leadership. It has renewed my pride in being a vocational educator.
Keep it statewide! So important to have the state network.
Keep on being very selective as to participants or the program will lose its distinction.

Additional Comments: (South)

Add an in-basket exercise to expose externs to the way business and bigger school systems assess potential administrators.
Serious consideration should be given to extending this and other vocational programs into the Caribbean; vocational education is not a valued area in the post-colonial societies. A program such as this which demands professionalism would help in an area of great need. Outside persons can pay the full cost of the program. This is one form of "aid" which would leave a lasting and beneficial effect.
I believe that in order to have strong vocational programs, it is vital to have a dedicated, knowledgeable group of advocates for vocational education. The development of such an advocate group may be facilitated by educating vocational personnel in administration and supervision. The extern program provides the type of training regarding the information needed to understand the process of vocational education and how and where and when changes need to be initiated and followed through. I hope the program continues to keep the supply of viable, well-informed vocational administrators or potential administrators at a high level.
Have rotation system of groups: to break up East vs. West, etc.; regroup sections (groups) for interaction and regional sessions; was very good competency-based program. The best! Like to see it continue - even if participants have to pay own way - or generate FTE to fund it for credit.
It would strengthen program to extend to other vocational administrators.

Additional Comments: (East)

Excellent program for existing administrators to gain skills that are needed to succeed on the job. Should be open to administrators or administrative interns only for maximum value.

I feel that the program is worthwhile and should be continued. Having teachers and guidance counselors in the program is fine if there is space for them. I don't feel they should have precedence over other applicants who are administrators.

I think this program is super as an inservice program for vocational educators. I question its validity for persons still in the classroom. Just because someone sits through a presentation does not mean that they have mastered (or even partially mastered) a competency.

I was very impressed with Dr. Hudson. He is a young man with great intelligence and wit. We are fortunate to have him in Florida Vocational Education.

Match competencies with needed course requirements.

Develop a specific plan for the initial meeting.

Strongly recommend a structured OJT program for people who are not or have never been vocational administrators.

IV. INFORMAL EVALUATION

In addition to the survey forms for evaluation, the last session used a group process approach to review the program in an informal way.

Two major themes were addressed:

1. What were the positive contributions the program has made to your professional life?

2. What suggestions would you offer for program improvement for next year?

Each person was asked to individually write down five responses to these questions. Five small groups were formed representing a mix of regions, organizations, and sex. Each group was then asked to reach consensus on five responses to the questions and share them with the total group.

The consensus reports from each group are listed as follows:

1. Positive contributions of program

Group 1

State network
Outstanding resource persons
Personal growth - planning
Knowledge gained (experts and group presentations)
Facilitator

Group 2

Communication network
Personal and professional growth
Social interaction
Knowledge
Opportunities

Group 3

Content
Networking with competent professionals
Individualization
Methodology
Credentials

Group 4

Professional growth
Personal growth
Togetherness - networking
Respect for individuals as professionals
Leadership experiences

Group 5

Professional and personal growth
Resources
Friendships
Certification requirements met
Creativity/problem solving

2. Suggestions for program improvement

Group 1

Need specific directions for portfolio early
Need more "hands-on" time with PRO
Restructure of time schedule (Friday-Saturday)
Summary of key points (not detailed evaluations)

Group 2

Portfolio expectations clearly defined in writing at first state meeting
Consistency in portfolio expectations among regions
Condense feedback reports to include only pertinent information
Hotel!!!

Group 3

Facilities based on location of participants
Early identification of program requirements
Increase in human relations competencies
Better intrastate communication
Business/industry resources

Group 4

Interaction with state's businesses
Revise format to include simulations and warmups if needed
Clarification of expectations at beginning (earlier communication about program)
Unification of thought among ACE's
End with lunch on Friday

Group 5

Clearer directions to document competencies
Consistency among ACE's regarding requirements
Provide Ohio state modules
Greater business/industry input
Rearrange culminating activities

APPENDIX

APPENDIX A

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

Joe D. Mills
Director
Division of Vocational Education

June 28, 1982

MEMORANDUM

DVE 82-43

TO: Principals of Comprehensive High Schools
Local Directors of Vocational Education
Community/Junior College Occupational Deans
Area Center Directors

FROM: Joe D. Mills, Director

SUBJECT: Preservice and Inservice Leadership Training Program for Administrators Who Have Program Responsibilities in Vocational Education

By now you should be aware of the existence of a statewide leadership training program for administrators with program responsibilities in vocational education. The program was initiated in 1981 as a pilot program and was further refined and tested in 1982 and is now determined as an innovative, non-traditional leadership training program model for administrators who have program responsibilities in vocational education.

This memorandum is to inform you of the availability of this leadership training program over the next several years, starting in 1982-83. The training activities will consist of preservice and inservice training activities as well as technical updating and certification for vocational administrators of comprehensive high schools, county directors and consultants of vocational education, area center directors and assistant directors/administrators, community/junior college occupational deans and directors. Participation in this program generally will require the need for approximately 15 days released time from work to participate and attend out-of-county meetings which are mandatory for all participants. Meetings of this program are generally held in a central location easily accessible to most participants in the center of the State. Meetings require travel and overnight stays for all participants. The meetings usually start at 1:00 p.m. on a Thursday and continue until noon on Saturday. Instruction related cost for program instructors, consultants, and resource persons is covered by the project. Participants or their local education agencies are responsible for released time arrangements, travel and per diem, individual instructional materials, and incidental costs.

The program is a joint effort between six state universities, (University of Florida, Florida State University, University of South Florida, University of West Florida, University of Central Florida and Florida International University) and is under the auspices and cooperation of the Florida Vocational Association (FVA), Florida Council of Local Administrators (FCLA), Florida Association of Vocational and Adult Teacher Educators (FAVATE), and the Division of Vocational Education (DVE), Department of Education (DOE). Seventy-nine (79) local administrators have participated in this program over the last two (2) years when the program was being piloted and refined.

Affirmative action/equal opportunity employer

Evaluations over the last two year period by local vocational administrators who participated in the program indicate that it has been highly successful and effective in meeting the inservice, preservice, and certification needs of those administrators who have responsibilities in vocational education programs.

As a result of these positive evaluations and upon the recommendations by the vocational teacher educators from our State university system, the Division of Vocational Education has made a commitment to continue the support of this excellent innovative, non-traditional program. The decision to continue this program is consistent with the goals of the State Board of Education and the Commissioner to place Florida in the nation's upper quartile in educational achievement and economic growth.

We believe vocational education in Florida must accelerate the pace required for programatic changes and respond to changing technology. This challenge requires that vocational leaders in the State must be provided professional inservice and preservice to respond more effectively to these challenges and State objectives.

We hope you will be one of the administrators who will choose to participate in this professional development and certification program or who will recommend other administrators who have vocational education programs. If you are interested in participating in this vocational education leadership training program in 1982-83, please complete the enclosed form (or pass this information to another vocational education educator) and mail it to:

Mr. Joe D. Mills, Director
Vocational Education
State Department of Education
Knott Building
Tallahassee, Florida 32301

For additional information you can call either of the following persons:

Dr. William Danenburg
University of South Florida
Tampa, FL 33620
(313) 392-2100

Dr. Hugh Hinely
Florida State University
Tallahassee, FL 32306
(904) 644-6418

Dr. Harry Hall
University of Central Florida
Orlando, FL 32816
(305) 275-2161

Dr. Helen Lipscomb
Division of Vocational Education
Tallahassee, FL 32301
(904) 488-0480

Dr. James Hensel
University of Florida
Gainesville, FL 32611
(904) 392-2391

Dr. Dominic A. Mohamed
Florida International University
Miami, FL 33199
(305) 554-2003/3388

Dr. Carl Proehl
University of West Florida
Pensacola, FL 32504
(904) 476-9500

dme

Enclosures

APPENDIX B

THE FLORIDA PRESERVICE AND INSERVICE
VOCATIONAL ADMINISTRATOR LEADERSHIP
TRAINING PROGRAM

Applicant Data Form Return by 8/15/82 Application Date _____
Mo. Day Year

This form must be completed and approved by applicants' immediate supervisor desiring to participate in the Florida Preservice and Inservice Leadership Training Program for Local Vocational Education Administrators.

Your approval of this applicant as a participant in this program requires the need for approximately fifteen (15) days released time from the performance of regular duties to participate and attend out of county (state and regional) meetings which are mandatory for all participants.

Meetings are generally held in a central location (easily accessible to most participants) in the center of the state. Meetings require traveling and overnight stay for participants. Please identify funding source to pay for participants' attendance to these meetings as this project does not cover participants' expenses. The objective of this program is to improve the job performance of vocational administrators.

INSTRUCTIONS: Please complete and return to Joe D. Mills, Director of Vocational Education, Department of Education, Knott Building, Tallahassee, FL 32301. This form will be considered as an applicaiton for participation in the Florida Preservice and Inservice Leadership Training Program for Vocational Administrators developed cooperatively with the State Universities, the Division of Vocational Education, Department of Education, local school districts and Community/Junior Colleges and the Florida Vocational Association. Implementation of this program will begin some time after August 1982 and will continue and terminate on June 30, 1983.

PERSONAL DATA

1. Name _____ Date of Birth _____
Last First Middle

2. Home Address _____ _____ _____
Street and Number City Zip Code

3. Home Telephone No. (Include Area Code) _____ Soc. Sec. No. _____

4. Position _____

Business Address _____

5. Business Telephone No. (Include Area Code) _____

6. Married ___ Single ___ Other ___ No. of Children _____

7. Height _____ Weight _____ General Physical Condition _____

Applicant Data Form Cont.

EDUCATIONAL HISTORY

8. What degree(s) do you hold? When did you receive them? Where? Please attach transcripts to this form.

Degree	Date Received	Major Field	Institution

9. Have you completed any course work beyond your last degree?_____

   If yes, how many semester hours?_____ Please attach transcripts to this form.

   When did you take this course(s)?_____Where?_____

10. Have you completed the above work toward an advanced degree?_____

11. What type of certificate(s) do you now hold?

   A. Type of Certificate_____

   B. Level of Certification_____

   Expiration date(s)_____

12. What subject(s) appear on your certificate(s)?_____

_____

13. What courses and credit hours do you lack for certification in Administration and Supervision of Vocational Education?_____

_____

Please attach a copy of the evaluation done by the State Teacher Certification Office.

Number of hours/years needed:

____ Organization, Administration and Management of Vocational Programs

____ Administration and Supervision of Secondary Education

____ Instructional Programs and Curriculum

____ Supervision and Development of Vocational Education Staff

____ School-Community-Employee-Employer Relations

____ Three (3) years of successful teaching experience as a Vocational Educator

____ Occupational/work experience in a vocational service area

____ Teaching Reading and Diagnose Reading Problems in the area of specialization

____ Others (Please list other areas of deficiencies in your certification)

_____

_____

_____

14. If selected, I will attend the statewide workshops, participate in the regional and local program meetings, field visitations, clinical/field/work experiences, internships and seminars.

____ Yes ____ No

15. I approve this applicant's participation in the Florida Preservice and Inservice Leadership Training Program for Local School/College Administrators.

APPROVED BY: _____
(Immediate School or College Supervisor)

TITLE: _____ DATE: _____

APPROVED BY: _____
(County and/or Area Superintendent, or College President)

TITLE: _____ DATE _____

This activity is approved for _____ funds (circle one).
(county, school base, college, participant himself, other)

This activity is approved for _____ (circle one).
(professional leave, vacation, other)

APPENDIX C

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING

PROGRAM FOR LOCAL ADMINISTRATORS

OF VOCATIONAL EDUCATION

We are pleased to inform you that you have been accepted to participate in the Florida Preservice and Inservice Leadership Training Program for Vocational Education Administrators. The detailed purposes, objectives, program requirements, tracts, registration options and procedures, the delivery system, etc. are described in the attached copy of this State approved program document. We are asking that you bring with you, to the first statewide meeting, all of the communications which you have received to date regarding this program.

I. STATEWIDE MEETINGS

The following tentative dates are being suggested for the statewide meetings.

October	7 - 9, 1982	All of these dates are Thursdays through Saturdays and will begin on Thursdays at 1:00 p.m. - 5:00 p.m. Friday schedules will be from 8:00 a.m. - 5:00 p.m. with lunch break. Saturdays will be from 8:00 a.m. - 12:00 noon. Each day there will also be normal breaks in the mornings and afternoons.
November	4 - 6, 1982	
January	13 - 15, 1983	
March	17 - 19, 1983	
May	5 - 7, 1983	

The first statewide meeting will be held at Bristol International, (1 mile west of Fl. Turnpike Exit 80) 131 E. Highway 50, Winter Garden, FL. 32787. The room rates are $22.00 single and $25.00 double per night, plus 6% Florida tax. Meals are served in the motel at your own expense and convenience. You must make your own reservations by calling (305) 656-4545. Identify yourself as a participant in the Florida Extern Program. (Ask for Doris Peterson, Sales Manager, if you have any problems.) Transportation from the airport to the motel and back must be arranged by you at your own expense and convenience. Mileage is approximately 25 miles. Limousine service is available (Orlando Tour Line (305) 422-2232 rates are $11.00 minimum of 2 persons or $22.00 per person). The location of the following statewide meetings will be determined by all participants present at the first statewide meeting.

II. REGIONAL GROUP MEETINGS

In addition to the five (5) statewide meetings, there will be four (4) regional meetings during the academic year. Each meeting will consist of 1 1/2 days (typically all day Fridays and half a day on Saturdays) to be scheduled as near as possible to regional participants' residence or place of employment which is convenient to all and on dates between statewide meetings.

III. INDIVIDUAL PARTICIPANT MEETINGS

Above and beyond the statewide and regional group meetings, there will be a number of individual consultative visits and meetings with local resource personnel and teacher educators to be determined and arranged according to each individual perservice and inservice competency needs and learning experiences plan.

IV. PROGRAM PROCEDURAL REQUIREMENTS

After an applicant has been notified of their acceptance into the Florida Extern Program, the following procedures and requirements must be fulfilled prior to attending the first program meeting on October 1, 1981.

1. Gain approval and release from duty by the immediate supervisor and local educational agency administration.
2. Determine and concur with your immediate supervisor and local educational agency administration the arrangements of cost related to your participation in the program. The cost generally involves released time arrangement from work, travel, per diem, incidental costs, materials and supplies, and perhaps registration fees for program and university course credit option, if applicable. The project and its sponsor have no dollars to support any participant.
3. Have your current certification status determined, if you need it. by the State Teacher Certification Office in Tallahassee, with assistance from your superintendent, president and LEA staff development office. You must bring with you to the October meeting, a current analysis on certification form CF-51 3/75, and a copy of current certificate from the State Teacher Certification Section in Tallahassee. Also, you must bring copies of transcripts of courses you have taken after the issuance of your current State Certificate.
4. Identify and seek concurrence of a local vocational administrator who will act as your sponsor and resource person who would provide technical assistance and support in the learning activities during the extern year in addition to program staff, consultants and resource persons. Your identified sponsor should be a competent, experienced vocational administrator who will assist you in assessing your training needs (see and complete Appendix C & D of State approved program as attached); sign project and program competency assessment instrument; assist you in making arrangements for you and other participants to learn and demonstrate performance of needed competencies on site; assist the program staff in validating mastery, completion and demonstration of learned competencies in the extern program. Your sponsor is required to attend at least one regional orientation meeting which will be planned by the regional extern group and the teacher educator assigned to your region.

V. PROGRAM REGISTRATION OPTIONS

There are two (2) options available for program completion to the participants in the Florida Extern Program.

One of the options is for those vocational administrators who are participating in the extern program to meet some of the thirty (30) semester hour course work requirements for certification as local directors of vocational education. These individuals must have their certification reviewed by the State Teacher Certification Office in Tallahassee (Mrs. Karen Beach, Tele: (904) 488-2317). In this case, the information is extremely essential in identifying the area(s) of deficiency in meeting the State certification for local directors of vocational education. Participants in this category have two (2) choices in

this program to meet the State Certification deficiencies. One of the choices is to complete the identified certification deficiencies within this State Approved competency based extern program. In this case, Appendix C in the attached State approved program will be sent to the State Teacher Certification Section at the end of successful completion of this program. An individual is also expected to complete the additional area(s) of professional development in Option 2 following. There will be no grades nor university credit awarded in this option. Only Appendix C will be sent to the State Teacher Certification Section after successful completion of the competencies identified in the certification status analysis and the individual area of interest and professional development to be mentioned in Option 2.

The second option relates to those vocational administrators who are fully certified as local directors of vocational education, but who are participating in this leadership training program solely as an inservice (updating) professional development activity. These individuals are expected to complete successfully, during the extern year: 1) Statewide needs and priorities that would be identified by the total group during the October extern statewide meeting, 2) the regional group needs and priorities which will be identified during the October statewide meetings and 3) the individual needs and priorites which will also be identified by each participant via: a) the applicant application data form, b) vocational administrator competencies listed in Appendix A & B; the State Teacher Certification recommendations, if any, and other area(s) of professional interest that each individual participant may identify in the needs assessment process during the October meeting for the mastery and acquisition of needed skills and competencies.

In either option (1 or 2), any participant may enroll for 3 - 15 university semester graduate credits. THE ENROLLMENT WILL ONLY BE DONE THROUGH FLORIDA INTERNATIONAL UNIVERSITY WHERE THE PROJECT IS LOCATED. All individuals desiring this option will be required to pay for the university credits. Enrolling at FIU will not require the participant to attend classes at FIU. Rather, the participants enrolling for univeristy credits at FIU will complete the credit work in the statewide meetings, the regional meetings and individually on their own at their work site and/or on their own time. Enrollment will be done during the November statewide meeting, at which time you will be required to submit a copy of the applicant data form and certification analysis letter or form from the State Teacher Certification Section in Tallahassee. (THE NOVEMBER STATEWIDE MEETING WILL BE THE ONLY TIME THAT REGISTRATION MAY TAKE PLACE FOR THIS EXTERN PROGRAM.) You should bring a blank check with you for your registration fees. Utility of credits earned at FIU apart from certification is an individual responsibility. If you are working on an advanced degree in a college or university other than FIU, most colleges and universities allow a certain number of credits to be transferred into their institution from other accredited and approved universities. In Florida, one can use the State University System adopted policy called "traveling scholars". In either of these last two cases, you must check with your major advisor and departments of the institution where you are going if you wish to transfer the credits.

Because the Fall Semester started on August 25, 1982, at FIU, participants wishing to enroll for university graduate credit will do so only for the Spring Semester, even though they can start working on the course work in October. All course work through the Extern Program must be completed no later than April 15, 1983. NO INCOMPLETE WORK OR GRADE CHANGES WILL BE ACCEPTED AFTER THIS DATE.

The courses that will be available to the extern for enrollment during the Spring Semester are those graduate level courses that are required for local director certification in vocational education. These are as follows:

1) EVT 6264 Organization, Administration and Management of Vocational Programs--3 Semester credit hours
2) EDA 6905 Workshop in School Administration/Supervision--3 Semester hours
3) EVT 5168 Curriculum Development in Vocational Education--3 Semester credit hours
4) EVT 5265 Supervision and Coordination of Vocational Education Programs--3 Semester credit hours
5) EVT 5461 Community Relationships and Resources for Vocational Education--3 Semester credit hours

Individuals electing to take any or all of these courses for university credit will be required to complete the usual on-campus course requirements to the satisfaction of the assigned university Teacher Educator(s) or other assigned resource persons. This will require reading the required course texts, modules, projects, tests and other typically required academic credit course work. The tuition for graduate level credit hours is $38/credit hour for Florida residents and $110/credit hour for non-Florida residents. Registration will be by personal checks payable only to FIU.

Instructional modules and course texts must be paid for and ordered from:
Mr. Lindsey
University Bookstore
Florida International Univsersity
11000 S. W. 8th Street
Miami, FL 33174 Tele: (305) 554-2691

Standard texts to be used for courses for university credit will be: 1) FIU Course Module, 2) Ohio State Vocational Administrator modules, and 3) other instructional resources and texts as assigned and required by your assigned teacher educator and resource(s) persons/consultants. Do not send any payment for textbooks and modules until Mr. Lindsey sends you, after you request, the exact charges including shipping costs. Note: The address for the university bookstore is diffent from that of the university.

Please bring all extern correspondence with you to the statewide meetings for reference.

Enclosures

P.S. TELEPHONE NUMBERS FOR THE UNIVERSITY

DOMINIC A. MOHAMED----554-3388 (Suncom 441-3388)
BARBARA GARRETT-------554-2003 (Suncom 441-2003)

APPENDIX D-1

VOCATIONAL ADMINISTRATOR COMPETENCIES

	1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
I. Vocational Needs Assessment					
1.1 Develops plans for conducting vocational education needs assessments.	A	B	C	D	E
1.2 Involves lay and business community representatives in needs assessments.	A	B	C	D	E
1.3 Develops needs assessment instruments.	A	B	C	D	E
1.4 Determines current and projected labor market demands.	A	B	C	D	E
1.5 Determines occupational needs of students.	A	B	C	D	E
1.6 Collects, analyzes and interprets data.	A	B	C	D	E
1.7 Formulates procedures for vocational programs to meet identified needs.	A	B	C	D	E
II. Vocational Education Planning					
2.8 Interprets and applies state and federal legislation and regulations relevent to vocational education.	A	B	C	D	E
2.9 Interprets and applies other relevant state and federal legislation such as V.A., disadvantaged, sex stereotyping, handicapped, etc.	A	B	C	D	E
2.10 Prepares and updates long and short range vocational education plans.	A	B	C	D	E
2.11 Demonstrates compliance with the Florida State Plan for Vocational Education.	A	B	C	D	E
2.12 Utilizes state and local agencies in the planning process such as Florida Employment Service, CETA prime sponsor, Coordinating Council, Council on Education and Rehabilitation of the Handicapped, Licensing Boards, Correction Services, etc.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
III.	Vocational Curriculum Design and Implementation	1	2	3	4	5
3.13	Designs curriculum content based upon occupational task analysis.	A	B	C	D	E
3.14	Organizes cooperative vocational education programs.	A	B	C	D	E
3.15	Establishes demonstration, pilot and examplary vocational programs.	A	B	C	D	E
3.16	Provides vocational programs which meet the needs of the handicapped students.	A	B	C	D	E
3.17	Provides vocational programs which meet the needs of the disadvantaged students.	A	B	C	D	E
3.18	Provides orientation/exploratory programs.	A	B	C	D	E
3.19	Provides adult/continuing vocational education programs.	A	B	C	D	E
3.20	Maintains state vocational education program standards.	A	B	C	D	E
3.21	Establishes program completion requirements consistent with prescribed competencies.	A	B	C	D	E
IV.	Vocational Curriculum Evaluation and Improvement					
4.22	Analyzes student and employer follow-up studies.	A	B	C	D	E
4.23	Directs evaluation of vocational programs.	A	B	C	D	E
4.24	Gathers public opinion data concerning vocational programs.	A	B	C	D	E
4.25	Determines reasons for student attrition in vocational education programs.	A	B	C	D	E
4.26	Directs the assessment of student achievement in laboratory and cooperative settings.	A	B	C	D	E
4.27	Utilizes curriculum evaluation data to improve vocational programs.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
	1	2	3	4	5
V. Vocational Program Articulation					
5.28 Articulates orientation/exploratory, secondary and post-secondary vocational program standards and objectives.	A	B	C	D	E
5.29 Integrates the vocational education program with the total education programs.	A	B	C	D	E
5.30 Articulates vocational programs with agencies such as Licensing Boards, Veterans Administration, Opportunities Industrialization Centers and other community based organizations.	A	B	C	D	E
VI. Vocational Instructional Management					
6.31 Provides vocational education programs at times and places convenient to the students.	A	B	C	D	E
6.32 Establishes competency-based vocational education programs.	A	B	C	D	E
6.33 Integrates vocational student organizational activities into the instructional programs.	A	B	C	D	E
6.34 Interprets and applies labor laws, regulations, and licensure requirements.	A	B	C	D	E
6.35 Recruits resource people from business and industry to share specialized knowledge, skill, equipment, and techniques reflecting latest developments in the field.	A	B	C	D	E
VII. Vocational Student Recruitment, Retention, Placement, and Follow-Up					
7.36 Establishes student recruitment procedures for vocational programs to reach the following target groups: minority, out of school youth, veterans, economically depressed, displaced homemakers, unemployed and underemployed adults, disadvantaged and handicapped, and sex equity.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
		1	2	3	4	5
7.37	Provides effective vocational guidance and counseling services to meet the needs of vocational students.	A	B	C	D	E
7.38	Develops and implements plans and procedures for vocational student retention.	A	B	C	D	E
7.39	Develops and implements system for vocational students job placement.	A	B	C	D	E
7.40	Develops and implements system for vocational student and employer follow-up.	A	B	C	D	E
VIII.	Vocational Staff Management and Development					
8.41	Assesses occupational needs of vocational degreed and non-degreed staff.	A	B	C	D	E
8.42	Assesses professional needs of vocational degreed and non-degreed staff.	A	B	C	D	E
8.43	Identifies current and future trends in business and industry which create a requirement for technical skill up-dating.	A	B	C	D	E
8.44	Plans, implements and evaluates staff development program to meet identified occupational needs of degreed and non-degreed vocational personnel.	A	B	C	D	E
IX.	Vocational Legislative, Labor and Professional Relations					
9.45	Demonstrates philosophy consistent with the objectives of vocational education programs.	A	B	C	D	E
9.46	Communicates the need for and problems of funding, validating, supporting, and evaluating vocational education programs.	A	B	C	D	E
9.47	Influences policies affecting vocational education at local, state, and national level.	A	B	C	D	E

	HIGH PPIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
	1	2	3	4	5
9.48 Participates in the development of vocational education legislation at local, state and national level.	A	B	C	D	E
9.49 Communicates the implications of vocational legislation to school and community.	A	B	C	D	E
X. Establishment and Utilization of Vocational Education Advisory Committees					
10.50 Identifies types of Advisory Committees to be established, including general, craft, joint apprenticeship and vocational students advisory committee.	A	B	C	D	E
10.51 Selects members and organizes vocational advisory committees.	A	B	C	D	E
10.52 Utilizes vocational advisory committees in the planning, implementing and evaluating of vocational education programs.	A	B	C	D	E
XI. School/Community/Labor, Management/Relations					
11.53 Utilizes public and private agencies in the planning, developing, implementing and evaluating of vocational programs.	A	B	C	D	E
11.54 Interprets vocational program offerings and needs to the business, industrial and lay community.	A	B	C	D	E
11.55 Plans and conducts recognition programs for vocational students, staff, employers and community supporters.	A	B	C	D	E
11.56 Develops working relationships with employers, potential employers and labor.	A	B	C	D	E
11.57 Applies effective communication skills in relating to the work oriented community, including employers, organized labor and supervisory on-line persons.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
	1	2	3	4	5
11.58 Co-sponsors vocational program offerings with professional, managerial, trade groups, and other organizations.	A	B	C	D	E
11.59 Formalizes contracts or cooperative agreements with private and public agencies relative to conducting vocational programs.	A	B	C	D	E
XII. Vocational Education Facilities Planning and Management					
12.60 Develops short and long range vocational facility plans utilizing current needs assessment data and appropriate advisory committees.	A	B	C	D	E
12.61 Develops educational and technical specifications for the design, construction, and renovation of vocational facilities using the specific program craft advisory committee.	A	B	C	D	E
12.62 Evaluates and utilizes available community facilities for special vocational programs.	A	B	C	D	E
12.63 Develops specifications to modify vocational facilities to meet the needs of handicapped students.	A	B	C	D	E
12.64 Establishes a program for preventive and daily maintenance of vocational facilities.	A	B	C	D	E
12.65 Schedules facilities for maximum program utilization.	A	B	C	D	E
XIII. Vocational Equipment Management					
13.66 Develops equipment lists with specifications for vocational programs.	A	B	C	D	E
13.67 Designs and implements plans for systematically replacing obsolete and worn out equipment.	A	B	C	D	E
13.68 Develops systematic plans for the inventory and security of vocational equipment.	A	B	C	D	E
13.69 Establishes plans for repairs and maintenance of vocational equipment.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
		1	2	3	4	5
XIV.	Safety Management					
14.70	Interprets health and safety laws and regulations (i.e., OSHA) related to vocational laboratories.	A	B	C	D	E
14.71	Designs accident prevention programs for vocational laboratories.	A	B	C	D	E
14.72	Implements accident prevention programs for vocational laboratories.	A	B	C	D	E
14.73	Provides in-service safety programs for vocational students and staff.	A	B	C	D	E
14.74	Evaluates accident prevention programs in vocational laboratories.	A	B	C	D	E
XV.	Vocational Program Fiscal Management					
15.75	Prepares long-range financial plans based on local, state, and Federal needs as required by the five year Florida State Plan for Vocational Education.	A	B	C	D	E
15.76	Develops annual vocational education budget as required by the Florida State Plan for Vocational Education.	A	B	C	D	E
15.77	Establishes procedures for managing annual vocational education budget as required by the Florida State Plan for Vocational Education.	A	B	C	D	E
15.78	Develops plans for requesting state and federal funding of vocational programs in accordance with federal and state vocational education funding laws.	A	B	C	D	E
15.79	Determines initial and on-going costs for vocational programs.	A	B	C	D	E
15.80	Adheres to state and federal agencies monitoring and accounting procedures to include Veterans Administration, CETA, Student Loans, etc.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
	1	2	3	4	5
15.81 Establishes and implements procedures for preparing and submitting vocational education reports for federal and state agencies.	A	B	C	D	E
15.82 Establishes and implements procedures for charging for student and cutomer work.	A	B	C	D	E
15.83 Establishes contingency plans for providing funds for emergency needs of vocational laboratory supplies and materials.	A	B	C	D	E

APPENDIX D-2

GENERAL SCHOOL ADMINISTRATOR COMPETENCIES

Name_____

		1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
	Curriculum planning skills such as:					
1.	Developing a design for long-range curriculum planning.	A	B	C	D	E
2.	Involving parents, teachers, students and patrons in the development of organizational goals and objectives.	A	B	C	D	E
3.	Determining current status of the curriculum.	A	B	C	D	E
4.	Providing direction for classroom instruction.	A	B	C	D	E
5.	Identifying resources.	A	B	C	D	E
6.	Developing evaluation procedures.	A	B	C	D	E
	Decision-making skills in curriculum and instruction such as:					
7.	Utilizing data in making decisions.	A	B	C	D	E
8.	Making choices between alternative strategies for curricular programs.	A	B	C	D	E
9.	Determining the appropriateness of the use of certain learning resources.	A	B	C	D	E
10.	Choosing personnel, facilities and activities needed to implement the curriculum.	A	B	C	D	E
11.	Determining the deficiencies and adjust to maintain the efficiency of the organization.	A	B	C	D	E
	Communication skills in curriculum and instruction such as:					
12.	Conveying the various aspects of the comprehensive educational program to all members of the organization.	A	B	C	D	E
13.	Motivating staff to practice creative and innovative techniques.	A	B	C	D	E

	HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
	1	2	3	4	5
	Implementation of educational plans such as:				
14.	Working with staff to develop instructional strategies to meet curricular objectives.	A	B	C	D	E
15.	Following administrative directives.	A	B	C	D	E
16.	Coordinating, supervising and evaluating the plan.	A	B	C	D	E
17.	Selecting competent staff.	A	B	C	D	E
18.	Providing leadership for orientation and inservice.	A	B	C	D	E
	Evaluation of the instructional program such as:					
19.	Implementing the procedures necessary to collect valid data.	A	B	C	D	E
20.	Collecting data relative to the goals and objectives of the program.	A	B	C	D	E
21.	Analyzing the results of data collected.	A	B	C	D	E
22.	Communicating the results of data analysis to appropriate personnel.	A	B	C	D	E
	Planning skills in the management of staff such as:					
23.	Developing a plan for the organization, coordination and supervision of staff assignments.	A	B	C	D	E
24.	Involving staff in the development of objectives.	A	B	C	D	E
25.	Developing a plan for evaluating staff.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
		1	2	3	4	5
	Staff communication skills such as:					
26.	Defining one's role and communicating it to staff and superiors.	A	B	C	D	E
27.	Facilitating a humanizing environment.	A	B	C	D	E
28.	Recognizing and resolving conflict with students, staff, parents and public.	A	B	C	D	E
	Decision-making skills involving staff such as:					
29.	Utilizing staff personnel.	A	B	C	D	E
30.	Helping the staff reach consensus.	A	B	C	D	E
	Evaluation of staff such as:					
31.	Applying evaluation procedures which are clearly understood.	A	B	C	D	E
32.	Involving the staff in an objective analysis of job performance.	A	B	C	D	E
33.	Determining professional growth needs.	A	B	C	D	E
	Collection and utilization of data relative to staff such as:					
34.	Involving staff in the process.	A	B	C	D	E
35.	Analyzing data in relation to organizational and staff personnel needs.	A	B	C	D	E

		1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
	Development of plans for students such as:					
36.	Developing a plan for scheduling student activities.	A	B	C	D	E
37.	Developing a plan for placing students in appropriate programs.	A	B	C	D	E
38.	Developing a plan for student evaluation procedures.	A	B	C	D	E
39.	Developing a plan for effectively communicating with students.	A	B	C	D	E
	Decision-making skills relative to student personnel such as:					
40.	Utilizing data.	A	B	C	D	E
41.	Applying problem solving techniques.	A	B	C	D	E
	Providing for programs to meet the needs of the students such as:					
42.	Providing services through guidance and counseling.	A	B	C	D	E
43.	Implementing procedures for maintaining records.	A	B	C	D	E
44.	Developing procedures for coordinating activities with the instructional program.	A	B	C	D	E
45.	Providing appropriate services and programs for students with special needs.	A	B	C	D	E
	Evaluation of student personnel services and programs such as:					
46.	Collecting and analyzing data relative to goals and objectives.	A	B	C	D	E
47.	Interpreting and reporting data in an understandable manner.	A	B	C	D	E

		1 HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	2 SOMEWHAT PROFICIENT IN COMPETENCY	3 PROFICIENT IN COMPETENCY	4 NO NEED FOR THE COMPETENCY	5 NO BASIS FOR JUDGING
	Planning and managing support services such as:					
48.	Developing procedures for coordinating instructional and non-instructional services.	A	B	C	D	E
49.	Evaluating support services management of the educational program by collecting, analyzing, interpreting and reporting data in an understandable manner.	A	B	C	D	E
50.	Assessing facility needs and developing a learning environment which is conducive to a sound instructional program.	A	B	C	D	E
	Fiscal planning skills such as:					
51.	Developing budgetary objectives based on program needs by involving community and staff.	A	B	C	D	E
52.	Identifying fiscal resources.	A	B	C	D	E
53.	Translating budgetary objectives into budgetary documents.	A	B	C	D	E
54.	Developing a plan for budgetary control.	A	B	C	D	E
55.	Developing a plan for evaluation of the budget.	A	B	C	D	E
	Management of fiscal resources such as:					
56.	Prioritizing allocations based on goals and objectives.	A	B	C	D	E
57.	Using budgetary methods that reflect sensitivity to human and organizational needs.	A	B	C	D	E
58.	Communicating budgetary information.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
		1	2	3	4	5
	Evaluation of budgets such as:					
59.	Assessing the effectiveness of the budgetary process.	A	B	C	D	E
60.	Assessing the effectiveness of the internal accounting system.	A	B	C	D	E
61.	Relating the expenditures to the goals and objectives of the educational program.	A	B	C	D	E
	Planning for community relations such as:					
62.	Gaining knowledge about the community.	A	B	C	D	E
63.	Involving students, parents, teachers and patrons in the development of public relations goals and objectives.	A	B	C	D	E
64.	Translating public relations goals and objectives into operational plans.	A	B	C	D	E
	Evaluation of the effectiveness of community relation programs such as:					
65.	Collecting and analyzing data that reflect goals and objectives.	A	B	C	D	E
66.	Providing for involvement of the community in the public relation program.	A	B	C	D	E
67.	Enlisting the help of appropriate community agencies.	A	B	C	D	E

		HIGH PRIORITY - NOT PROFICIENT IN COMPETENCY	SOMEWHAT PROFICIENT IN COMPETENCY	PROFICIENT IN COMPETENCY	NO NEED FOR THE COMPETENCY	NO BASIS FOR JUDGING
		1	2	3	4	5
	Management of school laws, rules and policies such as:	A	B	C	D	E
68.	Implementing school finance policies.	A	B	C	D	E
69.	Implementing school safety policies.	A	B	C	D	E
70.	Implementing school facility policies.	A	B	C	D	E
71.	Implementing student record policies.	A	B	C	D	E
72.	Implementing the negotiated employee contract.	A	B	C	D	E
73.	Implementing the program for the handicapped.	A	B	C	D	E
74.	Implementing school regulations by use of effective interpersonal skills.	A	B	C	D	E
75.	Be able to teach Reading.	A	B	C	D	E
76.	Be able to diagnose Reading Problems.	A	B	C	D	E
77.	Be able to increase Reading Performance.	A	B	C	D	E
	in the area of specialization					

___ Inservice

___ Preservice

___ Graduate Credit

FLORIDA PRESERVICE/INSERVICE
EXTERN LEADERSHIP TRAINING
PROGRAM FOR ADMINISTRATORS OF
VOCATIONAL EDUCATION PROGRAMS

EXTERN TRAINING PLAN

Name _____

Region _____

Target Date for Program Completion

6/1/82

COMPETENCIES	RESOURCES NEEDED	DATE STARTED	DATE COMPLETED	CRITERIA AND/OR PRODUCTS	LEVEL OF PERFORMANCE			
					Excellent	Good	Fair	Poor
I. Statewide Group Needs/Competencies								

Signature, Extern _____ Date _____

Signature, sponsoring Administrator _____ Date _____

Signature, Vocational Teacher Educator _____ Date _____

RATING OF MASTERY OF COMPETENCIES

5 EXCELLENT - Performs in very effective manner.
4 GOOD - Performs in satisfactory manner.
3 FAIR - Performs marginally, needs some improvement.
2 POOR - Performs the skill but needs a great deal of improvement.

GOOD is the lowest performance level acceptable in this program.

___ Inservice

___ Preservice

___ Graduate Credit

FLORIDA PRESERVICE/INSERVICE
EXTERN LEADERSHIP TRAINING
PROGRAM FOR ADMINISTRATORS OF
VOCATIONAL EDUCATION PROGRAMS

EXTERN TRAINING PLAN

Name _____

Region _____

Target Date for Program Completion

6/1/82

COMPETENCIES	RESOURCES NEEDED	DATE STARTED	DATE COMPLETED	CRITERIA AND/OR PRODUCTS	LEVEL OF PERFORMANCE			
					Excellent	Good	Fair	Poor
II. Regional Group Needs/Competencies								

Signature, Extern _____ Date _____

Signature, Sponsoring Administrator _____ Date _____

Signature, Vocational Teacher Educator _____ Date _____

RATING OF MASTERY OF COMPETENCIES

5 EXCELLENT - Performs in very effective manner.
4 GOOD - Performs in satisfactory manner.
3 FAIR - Performs marginally, needs some improvement.
2 POOR - Performs the skill but needs a great deal of improvement.

GOOD is the lowest performance level acceptable in this program.

___ Inservice

___ Preservice

___ Graduate Credit

FLORIDA PRESERVICE/INSERVICE
EXTERN LEADERSHIP TRAINING
PROGRAM FOR ADMINISTRATORS OF
VOCATIONAL EDUCATION PROGRAMS

EXTERN TRAINING PLAN

Name_____

Region_____

Target Date for Program Completion

6/1/82

COMPETENCIES	RESOURCES NEEDED	DATE STARTED	DATE COMPLETED	CRITERIA AND/OR PRODUCTS	LEVEL OF PERFORMANCE			
					Excellent	Good	Fair	Poor
III. Individual Needs/Competencies								

Signature, Extern _____ Date _____

Signature, Sponsoring Administrator _____ Date _____

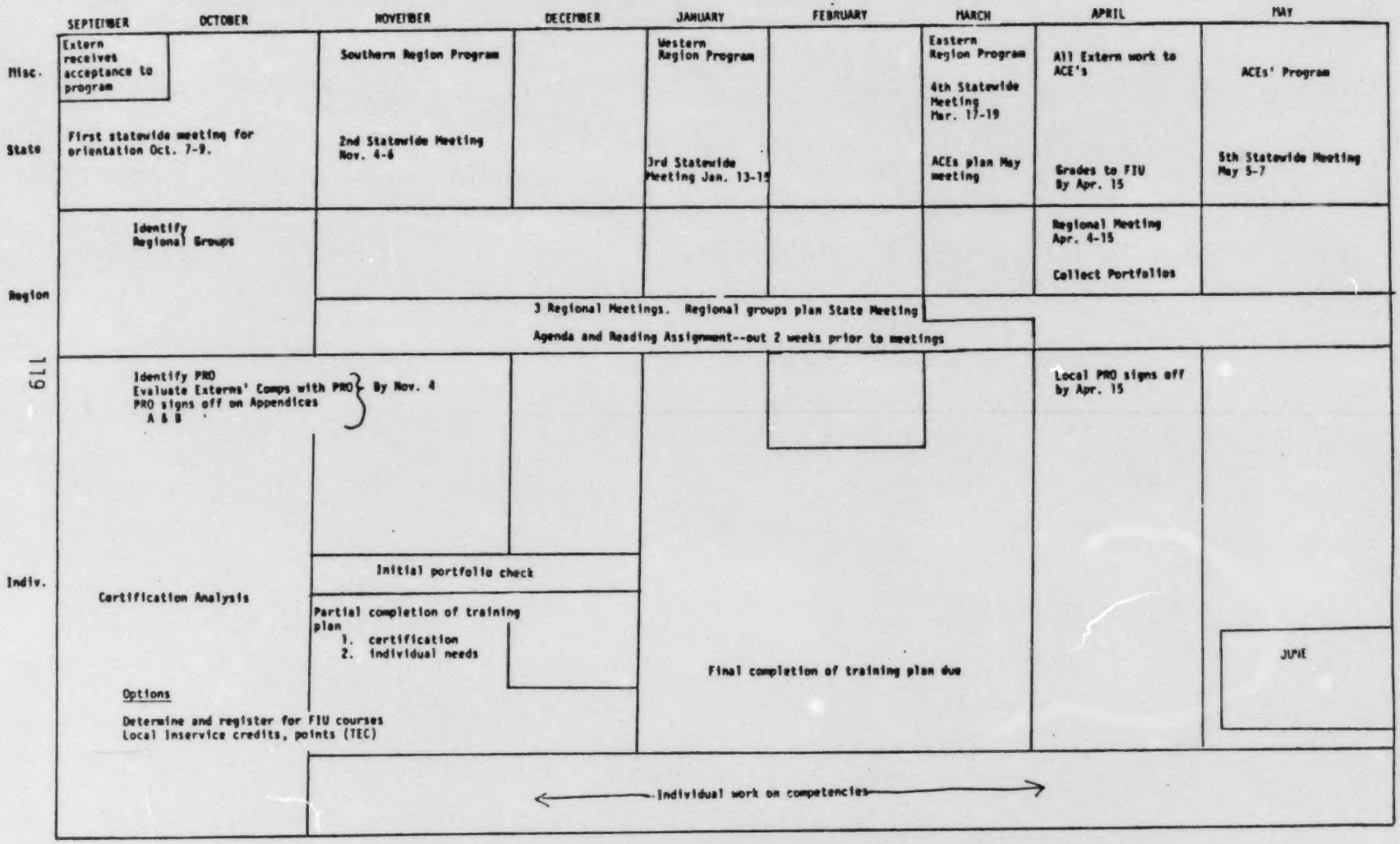
Signature, Vocational Teacher Educator _____ Date _____

RATING OF MASTERY OF COMPETENCIES

5 EXCELLENT - Performs in very effective manner.
4 GOOD - Performs in satisfactory manner.
3 FAIR - Performs marginally, needs some improvement.
2 POOR - Performs the skill but needs a great deal of improvement.

GOOD is the lowest performance level acceptable in this program.

EXTERN PROGRAM ACTIVITIES CHART 1982-83



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Attendance at all statewide and regional meetings is required.

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APPENDIX G-1

RECORD OF FIELD-SCHOOL VISITS

ADMINISTRATOR_____ School_____ County_____

Visit #	Date	Time - Tr. & Instr	COMPETENCIES INSTRUCTION PROVIDED IN	COMPETENCIES EVALUATED IN-SCHOOL/FIELD SITUATION	COMMENTS
1					
2					
3					
4					

NOTE: transfer satisfactory evaluations to record competencies form after each visit

FOLLOW-UP

FEEDBACK

EXTERN VISITATION/SEMINAR REPORT

I. Program visited: _____

Place: _____

II. Purpose of the visitation: _____

_____

_____

_____

_____

III. Summary of most significant ideas, concepts, etc. presented and/or observed which are related to desired administrators competencies: _____

_____

_____

_____

_____

_____

IV. Indicate how the ideas in item II can be applied to an LEA District program:

_____

_____

_____

_____

_____

V. Would you recommend this visit for other district personnel? _____

If yes, who and when? _____

_____

VI. Anticipated follow-through on individual/group Seminar competencies: _____

_____

_____

_____

_____

_____

Signature, extern _____ Date _____

Signature, on site resource person or sponsor _____ Date _____

Copies to: University Teacher Educator: _____

Region: _____

Attach to this form the Visitation/Seminar Agenda and pertinent handouts.

APPENDIX H

Administrator's Department of Education Number_____

Administrator's Name_____

Administrator's Current Mailing Address_____
(Street)

_____
(City) (State) (Zip Code)

This is to certify that the above named vocational administrator has successfully completed the Florida Preservice and Inservice Leadership Training Program for local administrators of Vocational Education in general school administration and vocational administrator state-approved education program in the following competencies area (s) subject (s):_____

_____

_____

_____

I recommend that the appropriate certificate be issued as provided in this program.

Signed:_____
(Project Director)

University: Florida International

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

CF-59
(6/78)

Florida International University

School of Education

In recognition of valuable service
The Division of Vocational Education is
conferring this Certificate of Appreciation upon

Awarded May 6, 1983

Chairperson,
Division of Vocational Education

Dean,
School of Education

Project Director

APPENDIX J-1

FEEDBACK SHEET

DATE: _____

WHAT HELPED TODAY?

WHAT HINDERED?

SOME CONCERNS I HAVE:

A COMMENT I WANT TO MAKE.

(This form used for all statewide and regional meetings.)

APPENDIX J-2

Evaluation
of
FLORIDA PRESERVICE/INSERVICE
LEADERSHIP TRAINING PROGRAM FOR
LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Instructions:

Circle the number of the choice that most closely represents your viewpoint on each of the following items. Please answer all questions by at least circling the representative number, and respond to any of the open-ended questions that you feel are applicable.

4 = Strongly Agree
3 = Agree
2 = Somewhat Agree
1 = Disagree

What region were you in?_____

	Circle One
1. The program was well organized, managed, and coordinated.	4 3 2 1
List strong points.	
List weak points	
2. The consortium approach was preferable to a single-institution approach	4 3 2 1
List advantages of consortium approach.	
List disadvantages of consortium approach.	
3. The field-based approach was preferable to a campus-based approach.	4 3 2 1
List advantages of field-based approach.	
List disadvantages of field-based approach.	
4. The program was viewed favorably by the leadership at your university, college, school district, or DOE.	4 3 2 1
List any comments favorable or unfavorable from these people.	

5. The institution you came from provided support (For example: travel reimbursement, professional leave.) 4 3 2 1

   List those provided or not provided.

6. You gained, or expect to gain, benefits from your experience--either personally or professionally. 4 3 2 1

   Explain.

7. Your inservice and/or certification needs were met. 4 3 2 1

   How?

8. You were involved in making decisions concerning the content, delivery, and evaluation of the program. 4 3 2 1

   In what respect?

9. The approach of this program is a viable alternative to the traditional approach for meeting certification criteria. 4 3 2 1

10. The time frame of the program was appropriate (For example: number of regional meetings, number of state meetings, overall length). 4 3 2 1

    List any that were inappropriate.

11. The learning environment was appropriate (For example: the meeting locations and rooms). 4 3 2 1

12. The training at the State level was valuable:

Activities	4	3	2	1
Materials	4	3	2	1
Resource People	4	3	2	1
Delivery System	4	3	2	1

    List strengths.

    List weaknesses.

13. The training at the Regional level was valuable:

Activities	4	3	2	1
Materials	4	3	2	1
Resource People	4	3	2	1
Delivery System	4	3	2	1

List strengths.

List weaknesses.

14. The training at the individual level was valuable:

Activities	4	3	2	1
Materials	4	3	2	1
Resource People	4	3	2	1
Delivery System	4	3	2	1

How?

15. The participation of the ACE's (Administrative Competencies Educator) was beneficial.

Rate the usefulness of the functions of your ACE.
3 = very useful, 2 = useful, 1 = of little use

_____ Assisted in the planning and implementation of the overall externship program.

_____ Assisted in planning and evaluating the extern competency lists.

_____ Served as liaison in planning and implementing regional meetings.

List other uses.

16. The participation of the PRO's (Professional Resource Officer) was beneficial. 4 3 2 1

How?

17. Please give any additional suggestions, comments or questions, particularly with reference to extending the program in the future to other vocational administrators. (Use additional page if necessary.

APPENDIX K

1982-83 EXTERN PARTICIPANTS AND

PROFESSIONAL RESOURCE OFFICERS (PROs)

	PARTICIPANT	PRO
1.	Mack E. Blythe Chairman, Business Division Seminole Community College Sanford, Florida 32771	Russell Moncrief Director, Occupational Education Seminole Community College Sanford, Florida 32771
2.	RoseAnne G. Bowers Supervisor of Business Education Division of Vocational, Technical and Adult Education Hillsborough County Public Schools Tampa, Florida 33510	Dr. Don P. Cammaratta General Director, Vocational Technical Education Division of Vocational, Technical and Adult Education Hillsborough County Public Schools Tampa, Florida 33610
3.	Dr. Sue B. Bowman Vocational Specialist/ Curriculum Development Office of Vocational, Adult, and Community Education Dade County Public Schools Miami, Florida 33132	Dr. Maurice Wilson, Director Curriculum Development Office of Vocational, Adult, and Community Education Dade County Public Schools Miami, Florida 33132
4.	Sherrie J. Burke Instructor, Business Education David G. Erwin Area Vocational-Technical Center Hillsborough County Public Schools Tampa, Florida 33610	Dr. Don P. Cammaratta
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6.	Patricia J. Casey Coordinator/Teacher, Cooperative Health Occupations Education University of South Florida Tampa, Florida 33620	Dr. Don P. Cammaratta
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10.	O. Delmas Greene Instructor, Pinellas Vocational Technical Institute Pinellas County Public Schools Clearwater, Florida 33520	Warren R. Laux, Director Pinellas Vocational Technical Institute Pinellas County Public Schools Clearwater, Florida 33520
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	PARTICIPANT	PRO
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17.	Van W. Newberry Director, CETA Projects School Board of Pinellas County St. Petersburg, Florida 33733	Dr. H. James Ross Assistant Superintendent Vocational, Technical, and Adult Education Pinellas County Public Schools Clearwater, Florida 33516
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APPENDIX L

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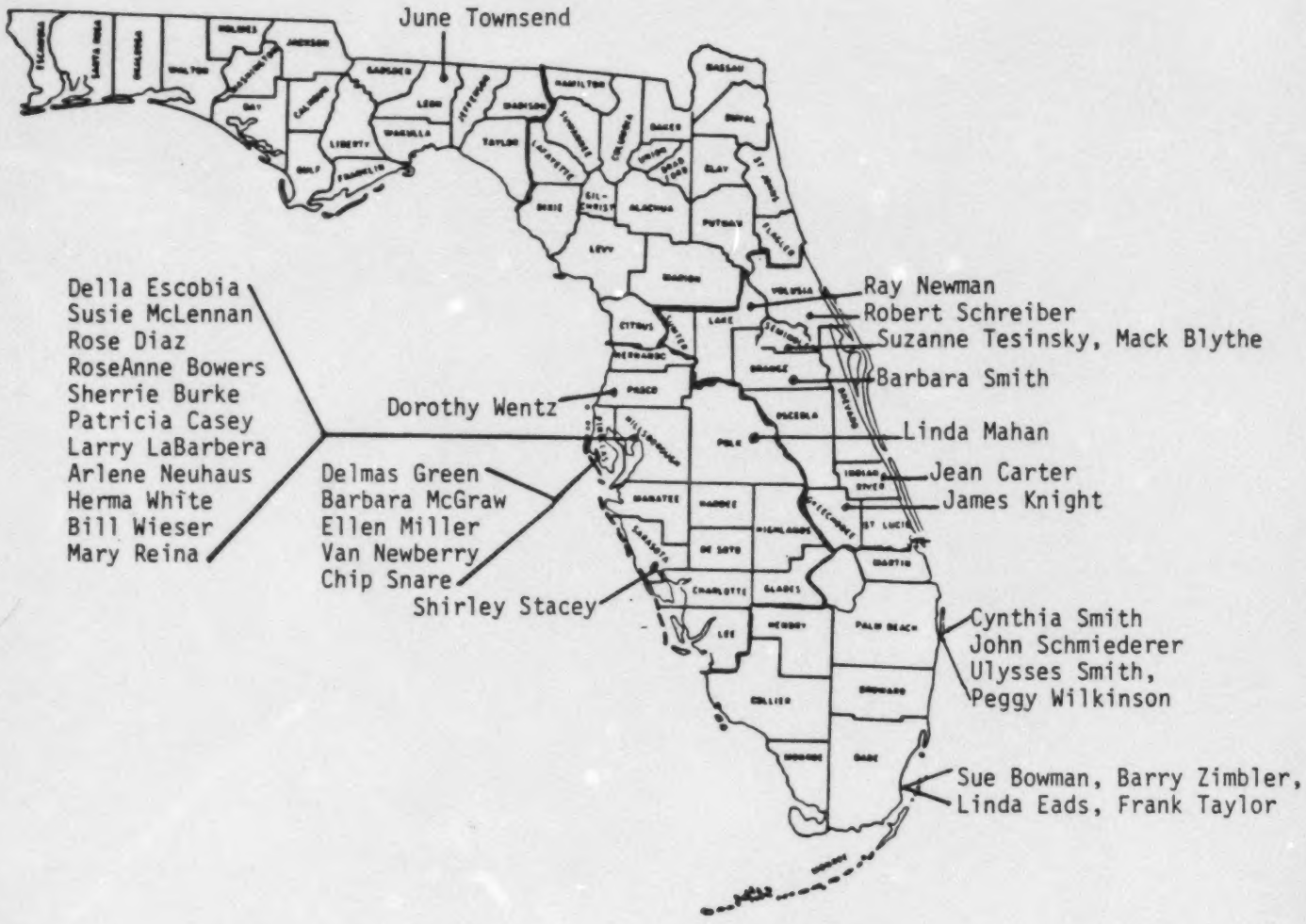
APPENDIX M

1982-83 EXTERN PARTICIPANTS BY COUNTY